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ABSTRACT

"America Goes Back to School" is a nationwide initiative of parents, educators, and community leaders who have become actively involved in improving education in their communities. This "partners' activity kit" is intended to raise public awareness about what students in the schools need, and describes ways that everyone in the community can fill a role in improving education. The kit contains several sections, including: (1) encouraging local and state lawmakers to issue proclamations and resolutions; (2) working with the media; (3) starting local partnerships and connecting with the Partnership for Family Involvement in Education; and (4) bringing the community together to learn more about timely issues in education through the U.S. Department of Education's Satellite Town Meetings. The kit includes examples of how various community groups work to improve learning and a section on President Clinton's Call to Action for American Education. This section contains: the Call to Action and discussion of answering the Call to Action, including information on safe and drug-free schools, reading, preparation for college, and family involvement; a proposed checklist for principals and a school team to begin implementing the Call to Action; and a sample Call to Action poster. (LPP)

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AMERICA GOES BACK TO SCHOOL 1997

Partner's Activity Kit

PS 025844

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AMERICA GOES BACK TO SCHOOL 1997

How to build awareness of and participation in local education

America Goes Back to School is a nationwide initiative of the thousands of parents, grandparents, community leaders, colleges and universities, employers and employees, members of the arts community, religious leaders, and caring adults who have become more actively involved in improving education in their communities. This annual effort focuses attention on improving education across America during the back-to-school period of August through October and it makes a difference. In 1996, hundreds of *America Goes Back to School* events took place across the nation, in every state.

America Goes Back to School gives you an opportunity to build awareness, support, publicity and partnerships to improve your schools and colleges when interest in education is high. Resolutions and proclamations from state and local elected officials, and media coverage can extend your efforts so more people can learn about what you are doing and get involved.

As part of the *America Goes Back to School* initiative we invite you to organize or participate in a local event during the back-to-school time. We have included examples of schools and communities around the country that are coming together to help children learn and to improve schools. This kit gives you some tools to help families and community members become more aware of, connected to, and involved in education. In the following pages you will find helpful information about building support and partnerships.

There is a section on each of the following:

- ✔ Encouraging local and state lawmakers to issue proclamations and resolutions;
- ✔ Working with the media;
- ✔ Starting local partnerships and connecting with the Partnership for Family Involvement in Education; and
- ✔ Bringing your community together to learn more about timely issues in education through the U.S. Department of Education's Satellite Town Meetings.

When you have planned your *America Goes Back to School* event for this fall, tell us about it! We often highlight local events in our publications and newsletters--yours could be picked and sent to hundreds of thousands of people around the United States! A response sheet is enclosed to let us know about your community's *America Goes Back to School* celebration.

THANK YOU FOR YOUR INTEREST IN AMERICA GOES BACK TO SCHOOL

BETTER EDUCATION IS EVERYBODY'S BUSINESS!

PARTNERSHIP for Family Involvement in Education

PS 025844

✓ LOCAL AND STATE PROCLAMATIONS AND RESOLUTIONS*

Working with Governors, Mayors and Boards of Education

You will want to bring recognition to your local community for your *America Goes Back to School* event. Here is information to help you get resolutions and proclamations at the state, city, and school board level.

Local Proclamations

Ask a local official to issue an *America Goes Back to School* proclamation declaring *America Goes Back to School* month in your city or community. To make it easier for the official and his or her ceremonial services staff, it helps for you to draft a proclamation and send it to them with a cover letter explaining the significance of *America Goes Back to School*. Indicate your interest in meeting with the official and make an appointment. For the signing, work with the official's staff to alert media (see "Working with the Media" in this package). Arrange to have a photographer at the signing and distribute the photo to local papers. Be sure to display your proclamation at *America Goes Back to School* events and reproduce it in newsletters and programs.

State Resolutions

Ask your state superintendent, state legislature, or governor to endorse *America Goes Back to School* events by passing a resolution recognizing the importance for families, schools, communities, and employers to develop partnerships to help children learn.

Sample proclamations from last year's America Goes Back to School effort follow.

*This section was adapted from the Music Educators National Conference.

Example of State Proclamation

The Commonwealth of Massachusetts

{State Seal}
by His Excellency
GOVERNOR WILLIAM F. WELD
1996

WHEREAS: Family and community involvement in the education of young people enhances their ability to learn and develop; and

WHEREAS: The United States Department of Education and the Partnership for Family Involvement in Education are sponsoring *America Goes Back to School* , a nationwide campaign to encourage family and community involvement in learning; and

WHEREAS: It is appropriate that all Massachusetts citizens support local schools and encourage young people in their academic endeavors;

NOW, THEREFORE, I, WILLIAM F. WELD, Governor of the Commonwealth of Massachusetts, do hereby proclaim the week of September 8th through 14th, 1996, to be

AMERICA GOES BACK TO SCHOOL: GET INVOLVED! WEEK

and urge all the citizens of the Commonwealth to take cognizance of this event and participate fittingly in its observance.

Given at the Executive Chamber in Boston, the thirtieth day of July, in the year of our Lord one thousand nine hundred and ninety-six, and of the Independence of the United States of America, the two hundred and twenty-first.

[Signed]

By His Excellency the Governor WILLIAM F. WELD

Example of Local Proclamation

PROCLAMATION

City of Cincinnati

BE IT PROCLAIMED:

Whereas, September is the kickoff month for the *"America Goes Back to School* initiative; and

Whereas, In its second year, the "*America Goes Back to School*" initiative invites all caring individuals to join together to make their local schools and colleges better; and,

Whereas, *"America Goes Back to School"* is sponsored by The Partnership for Family Involvement in Education, a coalition of over 2700 members designed to promote children's learning through the development of family-school-community partnerships in conjunction with the U.S. Department of Education; and

Whereas, The purpose of these partnerships is to provide grassroots support for local schools by encouraging members of the community to rally around their local schools and make a commitment to support education improvements throughout the year.

Now, Therefore: I, Roxanne Qualls, as Mayor of the City of Cincinnati, do hereby proclaim September 1996 as:

"AMERICA GOES BACK TO SCHOOL:
GET INVOLVED! MONTH"

In Cincinnati.

IN WITNESS WHEREOF:

I have hereunto set my hand and caused this Seal of the City of Cincinnati to be affixed hereto this 30th day of August in the year Nineteen Hundred and Ninety-Six.

{Signed}
Roxanne Qualls, Mayor
City of Cincinnati

AMERICA GOES BACK TO SCHOOL
Resolution for the Weslaco Board of Education

Whereas, the Board of Education of the Weslaco, Texas, Independent School District, for its own part, rededicates itself to the engagement of families and the community in the life of our schools to enhance children's learning and positively influence each child.

Whereas, involving families and communities directly results in better student achievement and lower levels of safety and discipline infractions; and

Whereas, involving families and schools in children's learning includes a broad range of types of activities and concerns to be addressed; and

Whereas, involving families and schools can enhance the morale and quality of the school environment; and it is the stated objective of the public school to prepare children for a productive role in our society;

Now, be it resolved, that the Board of Education of the Weslaco Independent School District endorses the observance of *America Goes Back to School* as an opportunity to support the purposes and practices of family and community involvement in children's learning and encourages parents, students, teachers, employers, and all citizens on September 13th, 1996, to participate in:

"America Goes Back to School"

In official recognition whereof, I hereby affix my signature this 9th day of September, 1996.

Aaron Castillo, President
Weslaco Independent School District

✓WORKING WITH THE MEDIA*

General Information

In dealing with the media, it is important to translate your story into language that will appeal to editors and, through them, to the public. Write the story as you would like to hear it or see it appear. Illustrate your story with real life examples, keeping the reader—who doesn't yet know the story—in mind. Listen to a broadcast and read newspapers carefully for guidance.

To be newsworthy, a story must have an element that is new, surprising, creative, significant, or of special local interest. The media also respond to salient quotes, especially from local people—your chairperson, teachers, parents, or students.

The best news stories are those that are built around an issue or event, preferably featuring local people or local organizations. A news story must give specific dates and name specific people, places, and actions. Include your phone number so that local editors can confirm the story.

Making News

There are many effective and legitimate ways to make news. One basic technique is to tie your event in with another news event or public person. Here are a few suggestions:

- Share human interest stories about how a volunteer, business, senior citizen, or community group turned around a student, a class—a school.
- Conduct a poll or survey about one of the points in the Call to Action and release the results.
- Issue a report on the status of family and community involvement in your schools.
- Present an honorary award to a local government official or local leader.
- Hold a contest—essay, poster, composition.
- Stage a special event—a parade, open house.
- Organize a tour of your school.
- Present a free concert.
- Conduct a workshop on family and community involvement.
- Arrange for a speaker at a community function.
- Set aside an *America Goes Back to School* Day or Week.

Media Contact

In working with the media, remember that every editor, reporter, and producer is a professional whose primary task is to present important and interesting information to the public. Your material should be relevant, timely, and interesting. Prove that you are a reliable source of information for your organization. If a member of your group has a personal contact with the media, use it.

*This section was adapted from the Music Educators National Conference.

Publicity Outlets

When mailing your news releases, remember to notify all available media. Find out what the editors of the following publications are printing and their deadlines:

- Area high school and college publications
- Chamber of Commerce publications
- Civic club publications
- Women's club publications
- Church and synagogue bulletins
- Fraternal organization publications
- Municipal and state publications
- Educational publications
- Magazines
- Daily, weekly, and monthly papers
- Business publications
- Suburban advertisements and shopping guides
- Retirement home publications

In addition:

- Ask business people to donate a previously purchased billboard to promote education.
- Ask a billboard company to donate an unused billboard for display.
- Put up posters or banners advertising your event in
    a. Bank lobbies
    b. Hotel lobbies
    c. Restaurants
    d. Store windows and bulletin boards
    e. Libraries
    f. Community centers
    g. Local YMCAs and YWCAs

Working with Newspapers

This section contains information designed to help you organize and launch a strong newspaper publicity program during the 1997 observance of *America Goes Back to School*. All projects and activities should receive mention, however brief, in local newspapers. This press coverage should begin with an announcement of the appointment of the *America Goes Back to School* chairperson or proclamation and continue with a series of news releases describing various events. See examples at the end of this section.

Guidelines for Writing a News Release

- Type the release, double-spaced, with one-inch margins on one side of 8-1/2 x 11 paper.
- In the top left-hand corner, type "FOR IMMEDIATE RELEASE."
- In the top right-hand corner, list the name, title, address, and telephone number(s) of the contact person(s).
- Center the headline above the body of the release. Keep the headline short and concise.
- Begin the main body of the release with a dateline (city of origin and date) in all capital letters.
- Include who, what, when, where, and why in the first paragraph. Use short paragraphs.
- Limit the release to one page if possible. If not, type "MORE" at the bottom of the first page. On page two in the upper left-hand corner, type a short derivative of the main title in all capital letters.
- End the release by typing "###" or "-30-" in the center of the bottom of the last page.
- Attach a personal note on the release to grab the reader's attention.

Sample Press Release

FOR IMMEDIATE RELEASE (date)

Contact: Name, Chairperson
America Goes Back to School Month
Address/Phone Number

America Goes Back to School!

August 1997 marks the third annual national celebration of *America Goes Back to School*, an effort that encourages Americans to get actively involved in making education better in their communities. This year's back-to-school initiative will be launched in August through October and will challenge families and all caring Americans to make a commitment to year-round involvement in children's learning.

U. S. Secretary of Education Richard W. Riley, Tipper Gore, actor Michael Keaton, National PTA President Lois Jean White, and President of Drew University and former New Jersey Governor Thomas H. Kean will be joined in going back to school by parents, educators and the thousands of family, school, education, business, community and religious members of the Partnership for Family Involvement in Education.

America Goes Back to School encourages participants to get involved in solving important challenges facing education that President Clinton identified in his 1997 State of the Union address. They include:

- ✔ Setting high standards in all the core subjects, with participation in national assessments in reading and math.
- ✔ Making sure there's a talented and dedicated teacher in every classroom.
- ✔ Helping every student to read independently and well by the end of the 3rd grade and building on that foundation in the later grades.
- ✔ Promoting parent involvement in children's learning and offering early childhood programs.
- ✔ Expanding public school choice and accountability in public education.
- ✔ Making sure our schools are safe, disciplined and drug free, and that they instill basic American values.
- ✔ Modernizing school buildings.
- ✔ Preparing students academically to attend college and opening the doors of college to all who work hard and make the grade.
- ✔ Helping adults improve their education and skills.
- ✔ Connecting every classroom and library to the Internet by the year 2000 and helping all students become technologically literate.

(Chairperson's name), member of the (state or local association), is coordinating efforts for the *America Goes Back to School* celebration in (School and community name). *America Goes Back to School* provides the perfect opportunity for (organization name) to promote increased family and community involvement in improving our schools and student learning. For example, everyone is invited to volunteer to tutor kids to read, to offer to give a guest lecture, provide a worksite for an internship, or help with a school or college fundraiser. Some of the planned events are (list of proposed activities with dates, times, locations, and contact person's names and phone number).

###

Letters to the Editor

Letters to the editor offer a ready vehicle for discussing, for example, the value of setting high standards in the school curriculum. Summon all your persuasive powers, but express your views succinctly—one typed page is usually enough. Sign your letter and include your address and telephone number. This information will not be published but may be used for verification by the editor. It may seem obvious, but remember to address your letter to "Letters to the Editor."

Activities Calendar

Most papers have an activities calendar. Many people in your community use it as a quick reference for things to do. Find out from the person in charge of the calendar the deadline and information needed to list your event so you can gain the widest publicity for *America Goes Back to School* and related events.

Photographs

Photos generally fall into two classes: news photos and feature photos. News pictures may tell a story themselves or supplement newspaper stories about events, individuals, or activities such as concerts, parades, and workshops. Newspapers like to receive pictures with news stories.

In submitting photos, remember:

- Most newspapers prefer 5" x 7" black-and-white, glossy photos with borders.
- Color photos and Polaroid shots are not acceptable.
- Pictures should be in sharp focus with good contrast between black and white.
- A single point of interest is essential. Eliminate unnecessary details.
- Captions should clearly explain picture content. Tell who is doing what, when, and where. Be sure to mention *America Goes Back to School* and your school's name. Tape to the back of the picture, so that it falls just below the photo for easy reading. Do not write on the back of the picture; this may damage it.
- Both vertical and horizontal shots should be submitted. The variety will produce a more attractive layout.
- A piece of cardboard needs to be included with each photo for protection. If the photo becomes bent, creased, or marred, it will not be usable. Write "PHOTO ENCLOSED--DO NOT BEND" on outside of the envelope.
- Negatives ought to be saved since photos are rarely returned.

Fillers

Newspapers frequently use fillers--short items or quotes conveying facts of an unusual, historical, or humorous nature. Fillers are so-called because newspaper editors use them to fill out blank space at the end of a column of type--space too large to leave empty but too small to accommodate a regular story. Following are filler quotes for possible use.

All across America there are communities which are pulling together to strengthen education. Parents, teachers, community leaders, business leaders, and educators in every part of the country are starting to work together to improve teaching and learning and to improve student achievement.

-- Richard W. Riley
U.S. Secretary of Education

Give your community and its children a valuable gift--your time and talents. By supporting your school through the gift of yourself and your resources, you strengthen your community, lead by example and send a strong message to children that their educational success is important.

-- Tipper Gore
Family/Child Advocate

We strongly believe that effective education is a shared responsibility of parents, teachers, principals, students and the business community. Our future in inextricably linked to that of our children's.

-- William L. Boyan, President and CEO
John Hancock Mutual Life Insurance Company

As Secretary of the Navy, I have made education--and programs for expanded family participation in education--one of my top priorities. One of my favorite programs is America Goes Back to School. I've participated in this wonderful program, and I think its a great opportunity for Navy leaders to get personally involved in our schools. The Back to School initiative provides a chance for all of us to give an important contribution to the system that America counts on for our future leaders.

-- John H. Dalton
U.S. Secretary of the Navy

I support the United States Department of Education's efforts, America Goes Back to School. I encourage all parents to get involved with their children's education.

-- Cal Ripkin, Jr.
Baltimore Orioles
American League

PARTNERSHIP
for Family
Involvement
in Education

The Partnership for Family Involvement in Education

"Better Education Is Everybody's Business."
U.S. Secretary of Education Richard W. Riley

What is the Partnership's mission? To promote children's learning through the development of family-school-community partnerships.

Who are the Partners for Learning? Thousands of family, school, community, employer and religious groups comprise the Partnership. They have come together to support student learning to high standards. These Partners represent a growing grassroots movement across this country organized into four areas:

- "Family-School Partners for Learning" supporting school-home partnerships.

  - Family partners strengthen schools through at-home activities including encouraging reading, monitoring homework, making sure their children are prepared and attend school; and through at-school activities including attending school conferences and asking for challenging coursework.

  - School partners support families' expectations for their children's education, reach out to parents as partners, offer parents help, and are accessible when parents are available.

- "Employers for Learning" adopting family- and student-friendly business practices, such as providing leave time to attend parent conferences and volunteer in school, and providing parent training and child care.

- "Community Organizations for Learning" supporting learning communities through organized before- and after-school and summer activities, helping to make streets safe for children, and supporting supervised recreational activities.

- "Religious Organizations for Learning" providing parent education programs, sponsoring cultural programs, making their buildings available for organized activities and supporting out-of-school learning.

What are the benefits from joining the Partnership? Partners improve their effectiveness by connecting with other groups and drawing on each others' strengths. The benefits of being part of a coordinated effort are key: Partners learn about and share the latest and best practices from other Partner organizations. Recognition is earned for organizations' visible commitments at the national, state, and local levels. Members of the Partnership for Family Involvement in Education receive support through conferences, publications and on-going communicaton, including newsletters and an Internet home page at <www.ed.gov>.

What are nationwide Partnership Activities? As the Partnership grows, special projects support family involvement and student learning across communities:

- **READ*WRITE*NOW!**, an intensive summer component, to the **America Reads Challenge**, to encourage children's reading and writing with a reading partner 30 minutes a day.

- **America Goes Back to School: Answering the President's Call to Action** encourages every American to go back to school each fall to share their talents and experiences. Taking the challenge means addressing local educational concerns on a continuous basis and making a year-long commitment to learning.

- **Getting Ready for College Early**, an initiative to encourage all students to take courses they need to enter college and to inform parents of the sequence of courses their child needs to take, as well as the financial planning involved. To be launched in winter 1998.

How can your organization join the Partnership? If your organization wants to become a **Partner for Learning** fill out one of the following sign-on sheets and send it in. You will receive your **Partnership** member's kit soon after.

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Join the Partnership for Family Involvement in Education...

Family-School Partnership Promise

Families and schools across America are increasingly accepting mutual responsibility for children's learning. When families are involved in children's learning, at school and at home, schools work better and students learn more. Schools and families are working with employers and community organizations to develop local partnerships that support a safe school environment where students learn to challenging standards. By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the education process.

Coming together as families, local school board governance, administration, teachers and school staff, we form this partnership and affirm the importance of family involvement in children's learning. We pledge to:

- Share responsibility at school and at home to give students a better education and a good start in life.
- Our school will be welcoming to families; reach out to families before problems arise; offer challenging courses; create safe and drug-free learning environments; organize tutoring and other opportunities to improve student learning; and support families to be included in the school decision-making process.
- Our families will monitor student attendance, homework completion and television watching; take the time to talk with and listen to their children; become acquainted with teachers, administrators and school staff; read with younger children and share a good book with a teen; volunteer in school when possible; and participate in the school decision-making process.
- Promote effective two-way communication between families and schools, by schools reducing educational jargon and breaking down cultural and language barriers and by families staying in touch with the school.
- Provide opportunities for families to learn how to help their children succeed in school and for school staff to work with families.
- Support family-school efforts to improve student learning by reviewing progress regularly and strengthening cooperative actions.

We would like to become a member of the Family Involvement Partnership for Learning. We commit to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following.)

School Name: _____

School Adress: _____

City: _____ **State:** _____ **Zip:** _____

School Phone: _____ **Fax:** _____ **E-mail:** _____

Principal: _____ **Signature:** _____

Parent Organization Representative: _____ **Signature:** _____

Teacher Representative: _____ **Signature:** _____

School Staff Representative: _____ **Signature:** _____

Contact Person: _____ **Title:** _____ **Contact Phone:** _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your **Family-School Partnership Promise Certificate.**

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Join the Partnership for Family Involvement in Education...

Employers for Learning Promise

A strong and vigorous economy, for our employers and our nation, depends upon an educated, skilled, and competent citizenry. Today's students are tomorrow's citizens, and are our long-term investments for the future.

Employers play an important role in the school-improvement efforts on local, state, and national levels. We can now multiply the effectiveness of such efforts by enlisting our current employees as partners in the campaign to support and better the American educational system. Any company, regardless of its size, can take steps to support parents in its workforce and to support local education.

Over 30 years of research shows that greater family and adult involvement in children's learning is a critical link to achieving a high-quality education.

Small investments that enable employee participation in students' academic success, and in our education system, lead to a win/win for everyone:

- ***Employers Win*** by helping prepare a highly skilled and globally competitive workforce.
- ***Employees Win*** by making positive differences in children's education and in their local schools.
- ***Schools Win*** from increased parental and community involvement.
- ***Students Win*** from better education.

We recognize there are many ways to get started:
- Contact a local school to discuss opportunities for cooperation.
- Explore with employees ways in which they can help children learn.
- Explore with employees ways in which they can help local schools better educate their students.
- Explore policies and practices to encourage and enable employee involvement in schools and learning.
- Contact the Partnership for Family Involvement in Education for information.

We commit to:
- Identify a contact person, authorized to explore and develop options for company involvement in our family-school-community initiatives.
- Take action to implement programs.
- Share best practices after evaluating programs annually.
- Form partnerships with other stakeholders to promote, implement, and improve family-friendly policies and practices.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

President/CEO: _____ **Signature:** _____

Company/Organization: _____ **Date:** _____

Contact Person: _____ **Title:** _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **Fax:** _____ **E-Mail:** _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your **Employers for Learning Promise Certificate.**

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Join the Partnership for Family Involvement in Education...

The Community Promise

A strong and vigorous community, one that is supportive of all citizens, depends upon an educated, skilled, competent and involved citizenry. Schools, families, and community organizations are increasingly accepting mutual responsibility for children's learning. By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the educational process. As a community-based organization, we support family-school compacts and affirm the importance of family-community involvement in student's learning.

We commit to involve our organization and its community members in a family-school-community partnership. By coming together with other organizations, we will:

- Make safe schools/safe neighborhoods a priority.
- Combat alcohol, drugs, and violence in and around schools and neighborhoods.
- Reinforce parenting skills using community institutions to provide family and literacy training and referral services.
- Provide mentoring and homework help programs so that children may be assured of tutoring and guidance from knowledgeable and responsible adults.
- Come together to coordinate delivery of services and to eliminate duplication of efforts.
- Help develop and sponsor affordable and quality after-school, weekend and summer learning, cultural, and community recreational activities.
- Support school improvement efforts in the local community.
- Support and become informed about school governance issues.
- Encourage schools to be involved in the life of the community, through co-sponsorship of community outreach activities of partner organizations.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our community organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

Official: _____ Signature: _____

Community Group: _____ Date: _____

Contact Person: _____ Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-Mail: _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your **Community Promise Certificate.**

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Join the Partnership for Family Involvement in Education...

Statement of Common Purpose Among Religious Communities Supporting Family Involvement in Learning

"Train children in the right way, and when old, they will not stray"
Proverbs 22:6

As members of religious communities from across the land, we join to affirm the vital and enduring role of families in the education of children. We have always regarded families--and parents in particular--as the primary teachers of children. Encouraged by Secretary of Education Richard Riley's concern for all children and his commitment to the role of families in educating children, we call upon all people of good will to stand as one with us in support of families' participation in children's learning.

Parents and guardians need to immerse themselves in the education of their children as never before. Children need the immediate and constant support of their families. But there are other voices at odds with these goals: the voices of poverty, loneliness, and fear. Because of this, there are children who do not attend school regularly, whose test scores and grades falter, who have too much idle time, and whose parents are absent, too overwhelmed or too busy to spend time reading, talking, praying, playing, listening, helping or encouraging them.

Religious communities hear this cry. It is with this knowledge and in our unique roles that we stand united in our commitment to the involvement of family members in the education of children. We believe the participation of family members in the education and spiritual development of young people is fundamental to a child's preparation for adulthood and the responsibilities of citizenship. Our nation's future depends upon a shared concern for the education of young people.

It is imperative that religious communities join together with governments, community organizations, businesses, and public and private schools in striving to provide families, parents, grandparents, foster parents, guardians, or extended family members with the information, skills, tools, and opportunities that will encourage their participation in the total education of their children, including character education. We are committed to working together to improve children's learning through family involvement partnerships.

We are thankful for the blessings of religious liberty, a sacred trust, stated in the Declaration of Independence and guaranteed by the First Amendment of the Constitution, that enables the members of all faiths to work together freely and openly for the common good. As beneficiaries of this great legacy, we pledge our support in encouraging family involvement in the education of children.

We call upon all citizens, religious communities, community organizations, and businesses to do their share. We urge family members to become actively involved in their children's education, religious communities to work to better understand and meet educational and family needs, community organizations to sponsor meaningful youth- and family-oriented activities, and businesses to adopt family-friendly policies in the workplace. Governments need to promote public policies that encourage greater family involvement in the education of all children. We challenge our society to value and nurture our children of today so that they can be productive citizens of tomorrow.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our religious organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

Official: _____ **Signature:** _____

House of Worship/Religious Organization: _____ **Date:** _____

National Affiliation/Denomination: _____

Contact Person: _____ **Title:** _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **Fax:** _____ **E-Mail:** _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your Statement of Religious Communities Certificate.

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SATELLITE TOWN MEETING

Here's your chance to join an exciting conversation with people who are doing what it takes to improve American education...

Across the country, partnerships of concerned citizens--parents, teachers, college leaders, child-care providers, businesspeople, community leaders, and others--have come together to improve their local schools and help children learn more. One way these hundreds of communities are sharing ideas and keeping up-to-date with the latest information is through a unique service from the U.S. Department of Education: the *Satellite Town Meeting*.

A live, interactive television program about community efforts to improve teaching and learning.

On the third Tuesday of each month during the school year, U.S. Secretary of Education Richard Riley hosts the *Satellite Town Meeting*, a free, live, interactive teleconference about community efforts to improve teaching and learning. This is your opportunity to ask a question of the Secretary and his guests--drawn from communities like yours--on what works in schools and communities.

Your community can join the *Satellite Town Meeting* as easy as A, B, C!

Arrange for a site with satellite capability;

Bring together people committed to education, including parents, teachers business people, community leaders and others; and,

Call your local cable operator to broadcast the program throughout your community.

Join the discussion! The *Satellite Town Meeting* is available at **no cost.** We just ask that you register your participation.

For the satellite coordinates, ideas on organizing your community, a registration form, and other materials, call 1-800-USA-LEARN (1-800-872-5327). Our information specialists can answer your questions on how to create your own local meeting in coordination with the *Satellite Town Meeting*. ***See back for the 1997-98 Satellite Town Meeting series.***

The Satellite Town Meeting is produced in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from The Boyer Foundation, The Procter and Gamble Fund, Microsoft Corporation, and The Johnson Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting System, and Channel One. *Use, duplication and distribution are free and unrestricted.*

A live, interactive television program about community efforts to improve teaching and learning.

SATELLITE TOWN MEETING
1997-98 SERIES SCHEDULE

The 1997-98 *Satellite Town Meetings* will help communities, schools, and families work together by providing examples, ideas, and inspiration to improve teaching and learning.

Topics will address the most critical issues in education, including: improving student achievement, using technology in classrooms, providing access to college, supporting high-quality teachers, creating safe and drug-free schools, teaching algebra to 8th-graders, and improving reading skills. Call 1-800-USA-LEARN after July 1st for a final schedule of topics.

Note: All dates and times are final.

Plan your back-to-school events around this special kick-off program!
Tuesday, September 16, 1997 8:00-9:00 p.m. Eastern time

"Back to School:
Bringing the Community Together for Learning"

Across the country, parents, business people, religious and community leaders, child care providers, colleges and universities, and many others are coming together to develop community-wide partnerships for comprehensive school improvement. The September Satellite Town Meeting will highlight these partnerships and discuss innovative ways to motivate volunteers during the exciting back to school months.

Tuesday, October 21, 1997	8:00-9:00 p.m. Eastern time
Tuesday, November 18, 1997	8:00-9:00 p.m. Eastern time

- December: Satellite Town Meeting holiday break -

Tuesday, January 20, 1998	8:00-9:00 p.m. Eastern time
Tuesday, February 17, 1998	8:00-9:00 p.m. Eastern time
Tuesday, March 17, 1998	8:00-9:00 p.m. Eastern time
Tuesday, April 21, 1998	8:00-9:00 p.m. Eastern time
Tuesday, May 19, 1998	8:00-9:00 p.m. Eastern time
Tuesday, June 16, 1998	8:00-9:00 p.m. Eastern time

- July & August: Satellite Town Meeting summer break -

In recognition of the participation of

School/Organization Name

In

AMERICA GOES BACK TO SCHOOL 1997

"Better Education is Everybody's Business"

Richard W. Riley

***Richard W. Riley**, Secretary of Education*

PARTNERSHIP for Family Involvement in Education

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA ·

AMERICA GOES BACK TO SCHOOL

PARTNERSHIP
for Family
Involvement
in Education

CHAIR
Richard W. Riley,
U.S. Secretary of Education

CO-CHAIRS
Tipper Gore, Family/Child Advocate
Lois Jean White, President, The National PTA
Michael Keaton, Actor
Thomas H. Kean, former Governor of
New Jersey and President of Drew College

STEERING COMMITTEE
1997 Kentucky Teacher of the Year
1997 Oklahoma Teacher of the Year
AFL-CIO
African Methodist Episcopal Church, 6th Dist.
American Booksellers Association
American Institute of Architects
Anne Arundel Community College, MD
Associated Students of Oregon State University
Boy Scouts of America
Boys & Girls Clubs of America
Center for Family Involvement in Schools, Rutgers,
The State University of NJ
Chicago Academy of Sciences
Creative Artists Agency
Dickinson College, PA
Family Education Network
Federation for Children with Special Needs
Flint, Michigan, School System
Goals 2000 Arts Education Partnership
GTE Corporation
Hewlett-Packard
Interlochen Center for the Arts
Jumpstart
League of United Latin American Citizens
Los Angeles Annenberg Metropolitan Project
Maryland State Department of Education
Mayor's office, Boston, MA
Mayor's office, Ft. Wayne, IN
Memphis City Schools, TN
Miss America 1997
Mott Community College, MI
Music Educators National Conference
National Association of Retired Teachers
National Council of Educational
Opportunity Associations
National Council of Teachers of Mathematics
National Engineers Week
National Principal of the Year
from San Diego, California
National Urban League, Inc.
Nickelodeon
Phi Theta Kappa Honor Society
Proctor & Gamble
Puyallup High School, WA
Rabbinical Assembly
Reclaim Our Youth Campaign
San Francisco State University
Screen Actors Guild
Spalding University, KY
Turner Learning, Turner Broadcasting
United Airlines
United Methodist Foundation
Univision Communications, Inc.
UNUM Corporation
Very Special Arts New Mexico
YMCA of Greater New York

Dear Business Leader:

Better education is **everybody's** business. That's why we invite you to **get involved** and join our back-to-school campaign to improve student learning and strengthen our schools and colleges. With the sponsorship of the Partnership for Family Involvement in Education, we will launch *America Goes Back to School* in August and continue into October. The goal is to let the students of America know that everyone in their community cares about their education and is willing to help improve it.

It is well known that when families, educators, and communities work together, schools get better and students get the high-quality education they need to lead productive lives. That's why thousands of family, school, higher education, community, religious, and business organizations have come together, through the Partnership's leadership, to improve our schools and colleges and support family involvement in learning.

Education is about discovering in all students their special skills and talents and encouraging them to achieve to high standards. Education is also about teaching our children and young people basic American values. *America Goes Back to School* strives to uncork that world-renowned "American Ingenuity" that has characterized our country. For America to move forward and continue as a world leader, and for our communities to become prosperous and strong, we need broad community support and involvement.

America Goes Back to School encourages everyone — parents, grandparents, schools, colleges, civic, cultural and religious groups, concerned adults, and employers — to make a commitment to make education better in their community. President Clinton's Call to Action

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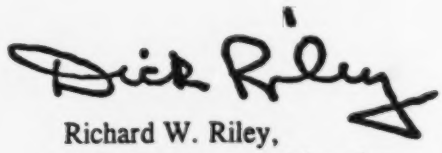
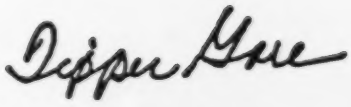
EDUCATION SPONSORS
American Association of School Administrators
American Federation of Teachers
Council for American Private Education
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of Secondary School Principals
National Education Association
National Coalition for Parent Involvement in Education
National Coalition of Title I/Chapter I Parents
National PTA
National School Boards Association

for American Education, enclosed here, gives us critical areas to address as we prepare for the 21st century. The enclosed packet provides information about how everyone can **get involved** in vitally important areas of education and let their community know how to get involved too. There are plenty of activities in which you can participate to make a positive difference. We encourage you to answer the "Call to Action" this fall and throughout the year. **Come on, AMERICA . . . let's go BACK TO SCHOOL!**

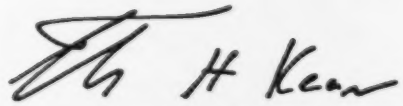


Richard W. Riley,
U.S. Secretary of Education

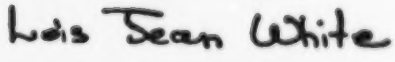


Tipper Gore,
Family/Child Advocate

Michael Keaton,
Actor



Thomas Kean,
President, Drew University,
former Governor of New Jersey



Lois Jean White,
President, National PTA

To personalize your local *AMERICA GOES BACK TO SCHOOL* event, insert your local school, community, or business name in the blank:

"_____ Goes Back to School"

Examples of Employers Helping to Improve Education

Many employers will attest to how getting involved with their employees, the schools and communities has had a positive effect on their business. "Better Education Is Everybody's Business" is appropriately the motto of the Partnership for Family Involvement in Education. Some employers have developed local initiatives into nationally recognized activities. The following examples are models of partnerships that can be formed during *America Goes Back to School* and continue throughout the year.

Businesses make education their business in Bennington, Vermont.

To increase overall interest and active participation in the education of its children, the Bennington, Vermont, school district enlisted the aid of local business, religious, and community organizations. More than willing to offer their support, organizations such as the United Way, the Bennington Rotary Club, the Bennington Area Chamber of Commerce, Hemmings Motor News, and the Better Bennington Corporation take to heart the idea that "Better Education Is Everybody's Business." Hemmings Motor News encourages its employees to take scheduled time off with pay to volunteer in their children's school or in local academic activities. This organization has received accolades for its commitment to education and to the community.

Mattel, Inc. works "hand in hand" with schools.

Mattel instituted a school-related excused absence policy that encourages all employees to get involved in schools by providing 16 hours of paid leave during the year. In addition, the Mattel Foundation has begun the "Hand in Hand" program in eight cities across the country. As a result of financial assistance provided by this program, the Chicago public school system organized a Parent Summit with over 1,000 parents in attendance. In November, "Hand in Hand" organized "Take Our Parents to School Week" to encourage widespread participation in school activities and school reform initiatives.

Pizza Hut says BOOK IT!

This year, Pizza Hut has continued its sponsorship of the READ*WRITE*NOW! summer reading and writing challenge by providing the U.S. Department of Education with 1.5 million pizza certificates to reward children who complete the program. Pizza Hut has also continued a long-term commitment to family involvement in children's learning through its BOOK IT! National Reading Incentive Program. The program, which rewards children for meeting their reading goals with praise, recognition, and pizza, encourages parents to become reading partners with

their children. Now in its twelfth year, BOOK IT! reaches more than 22 million elementary school children.

ACT helps kids "realize the dream."

ACT and the National Career Development Association (NCDA) developed "Realizing the Dream," a program to involve parents in their teenager's educational and career planning. This program gives parents the knowledge, resources, and motivation to help their children make successful career plans. A workshop introduces "Realizing the Dream" to parents of middle school and high school students, and resource materials are provided to help families progress step-by-step through the career planning process over the following months.

GTE goes live for college for employee parents and their students.

The GTE College Planning Seminar is an all-day Saturday seminar that provides more than 3,000 employee parents and students with information on the college admissions process and how to obtain financial aid. The interactive teleconference originates from GTE's headquarters in Stamford, Connecticut, and is broadcast live to 40 business unit and office locations around the country for GTE employees. In some locations, the seminar is open to other community members as well.

Mobil Corporation "SAYS YES."

Mobil underwrites a train-the-trainer teacher training model that enhances the teaching of family math and science programs in 15 elementary schools in the Dallas Independent School District. Developed and delivered by the National Urban Coalition, the SAY YES curricula upon which teachers are trained is designed to be a fun, inquiry-based, hands-on, cooperative, and self-paced instruction. Over 120 teachers have been trained to instruct parents or responsible adults in family math and family science teaching technology.

Hewlett-Packard shares expertise.

Hewlett-Packard has recruited employees in sites across the United States to volunteer as Hewlett-Packard Science Partners in 29 U.S. elementary school districts engaged in a three-year Hands-On-Science curriculum reform effort. In addition, Hewlett-Packard is recruiting 3,500 employees to serve as Hewlett-Packard E-mail Mentors to 5th- through 12th-grade students and teachers who are engaged in a variety of math and science activities.

IBM Corporation helps "reinvent education."

Through "Reinventing Education," an ambitious, $25 million grant program in K-12 education, IBM has formed partnerships with eight school districts and two states interested in using technology to support their school reform efforts. Through their program, IBM will reach well over a million children and their families. IBM also has a number of family-friendly policies and programs, including the Individualized Work Schedule program, which gives employees flexibility with their work day; LifeWorks,

IBM's dependent care consultation and referral service, which provides employees with advice on their children's education; and *Education Today*, a publication, supported by IBM and dedicated to helping parents become actively involved in their children's education.

BellSouth rings bell for school technology.

The CEO of BellSouth announced the company's commitment to provide Internet access and training to 4,000 schools across the Southeast. BellSouth will provide the schools a complete package that addresses every requirement for offering service--from school infrastructure, to technology, to curriculum and teacher training. Available to schools across the company's nine-state operating region, the program will provide inside wiring kits, volunteer support for installation, equipment, staff, Internet accounts, and training videos. BellSouth expects to contribute 5,400 BellSouth employee volunteers to implement the project; $25 million worth of BellSouth services; and $600,000 in school grants from the BellSouth Foundation.

Workplace and school work together in Texas.

The Northeast Tarrant Chamber of Commerce, in partnership with the local schools, supports family involvement and promotion of education in the workplace. Employers host activities at area businesses and publicize them through education bulletin boards. Through the Texas Scholars program, local business leaders visit classrooms to encourage students to take challenging courses. In addition, seventh-grade students had the opportunity to go to work for a week at a local business this past June.

Examples of Using Extended Learning Before and After School to Improve Education

Keeping schools open longer--before and after school and during the summer--can turn schools into community learning centers, providing students, parents, and the community with access to valuable educational resources. Extended learning opportunities before and after school are a new priority of the Partnership for Family Involvement in Education. The following examples are models of extended learning programs that can start during *America Goes Back to School* and continue throughout the year.

New York: Virtual Y

In partnership with the New York City Board of Education and Chancellor Rudy Crew, the YMCA in New York is working to bring extended school services to 10,000 public school children by turning 200 of the city's public schools into *Virtual Y*'s from 3 p.m. to 6 p.m. after school each day. At each Virtual Y, 50 second-, third-, and fourth-graders will take part in the Y's traditional curriculum, the *spirit--mind--body triangle*, designed to build strong values, enhance education, improve academic performance, and promote healthy lifestyles--with reading as the "golden thread" woven throughout to meet President Clinton's challenge that all children be able to read well by the end of the third grade.

Seattle, Washington: Extended Day and Saturday Academy

Bailey Gatzert, a Title I schoolwide project, and five other elementary schools in the Seattle School district offer extended-day tutoring activities lasting from 3:15 p.m. to 5 p.m. after school four days a week. Approximately 30 adults--high school volunteers, teachers, and college students--help to provide students with one-on-one tutoring each day. In addition, on Saturday mornings, children and parents can join an enrichment program from 9 a.m. to 12 a.m. The Saturday activities range from reading and language arts to work in the school's computer lab and sign language classes, all for the whole family.

Ankeny, Iowa: Ankeny Community Schools Community Education Department

Serving 5,000 K-12 students, this program offers activities for the entire community of 25,000 at nine public schools and one community resource center. Activities include after-school enrichment, school-age child care, drug prevention for students and families, family advocacy (such as counseling and gang prevention), and recreation for children and adults. Partners include the PTA, Ankeny Substance Abuse Project, Ankeny Family Advocacy Project, and City Leisure Service.

Alabama: Community Education System

This statewide system supports the hiring of coordinators to implement extended learning programs in public schools. In 1994-95, the state sponsored 65 staff members as community education coordinators, each of whom oversees about five school-based programs. Activities include extended-day opportunities, tutoring, programs for children and youth at risk, and parent training and involvement.

Elk Grove Unified School District, California: Twilight Family Learning Center

Originally opened at a year-round elementary school in 1993, the Twilight Family Learning Center program now operates at four large elementary schools in the district. These school-based centers--all schoolwide Title I programs--are open year-round. Emphasizing literacy development, the centers offer K-12 homework and tutoring activities, preschool classes, and a variety of classes for adults, many of whom are recent immigrants. On a typical night, the four Twilight Learning Centers attract a total of 800 students, parents, and preschool children.

Murfreesboro, Tennessee: Extended Learning

In this elementary school program, nine schools--with a total enrollment of 5,400 K-8 students--are open five days per week, year round, from 6 a.m. to 7 p.m. Eighty percent of the students participate during the year in activities ranging from an optional full-day schedule of learning and enrichment to arts and recreation. Partners include local college students and others.

Flint, Michigan: Carmen Park Elementary School

This after-school and summer program is open to all students at the school, which serves 280 students in grades 4-6, many of whom come from high-poverty families. The program includes a computer lab (also open before school), tutoring, and summer workshops in science, math, reading, and social studies. Partners include parent volunteers and local businesses. Carmen Park students score near the 80th percentile on state assessments, which the principal attributes to student participation in year-round educational activities and to the program's provision for adult role models who value education.

Washington Heights, New York: I.S. 218

This before- and after-school and weekend program serves 600 children a day and 1,000 parents each week. Activities include learning opportunities for students; classes for parents in literacy, citizenship, English as a Second Language, and other topics; and medical and mental health services. Partners include the Children's Aid Society, Boys and Girls Clubs of America, and parent volunteers. Attendance at the school is the highest in the city for comparable neighborhoods, and student math and reading scores are improving steadily.

New York City, New York: Beacon Schools

These before- and after-school and summer programs are located in 41 schools, with at least one in every district. Each site serves an average of 120-150 children per day. Activities include academic enrichment, arts, community service, peer mediation, and recreation for students as well as comprehensive social services for students and families. Partners vary from site to site, but include the Children's Welfare Administration, the Boy Scouts, and Narcotics Anonymous among others. The Beacon Program at Countee Cullen Community Center/P.S. 194 reports that student performance on standardized reading tests has improved, and police report fewer juvenile felonies in the community.

Chicago, Illinois: ASPIRA Clubs

Chicago public schools and ASPIRA collaborate to offer a variety of extended learning opportunities to students, including an afternoon enrichment program for 100 Hispanic students in three middle schools, 17 clubs for 600 middle and high school students, tutoring on weekday afternoons and Saturday mornings, and a six-week summer program for 40 middle school students at risk of academic failure. Programs include science and math activities, tutoring, and leadership development. Partners include community and student volunteers and Northwestern University, which is developing a longitudinal evaluation of program participants.

LA's BEST (Better Educated Students for Tomorrow)

Operating in 24 low-achieving Los Angeles elementary schools, LA's BEST provides a comprehensive, supervised after-school program that includes academic tutoring, instruction, academic enrichment, recreation, nutrition, and personal skills and self-esteem development. An evaluation of the program by UCLA's Center for the Study of Evaluation indicates that participation has a positive effect on grades. Through interviews with children, researchers found that program participants felt significantly safer during after-school hours (even up to one year after they were no longer in the program), reported liking school better, and expected to complete more grades in school than those who did not participate. The Carnegie Corporation has praised the program, which is free to participants. Due to its popularity among students, the program must maintain a waiting list at 10 of the 24 sites.

4-H After-School Activity Program

Through the U.S. Department of Agriculture's Cooperative Extension Service, business, education, and government join together in local partnerships to run the 4-H After-School Activity Program, which provides opportunities for hands-on learning to children ages 7-13 who live in public housing communities. Often operated in a school or public housing facility, the program offers students a safe haven after school, caring adult mentors, assistance with school work and extended learning activities; and encouragement and reinforcement of positive attitudes and healthy living. In an evaluation of the program in Los Angeles, many parents reported that the 4-H program had a positive effect on the attitude and behavior of their child.

AMERICA GOES BACK TO SCHOOL

EMPLOYER

How are you getting involved?

TELL US ABOUT YOUR EVENT!

What is the title of your event?

Description of your event to promote family and community involvement in education:
(add additional sheets if necessary)

Date and time of event:

Are any officials/celebrities/VIPs participating? If so, who?

NOTE: If you would like consideration as a showcase event site during *America Goes Back to School* 1997, please return this form to the above address NO LATER THAN 8/16/97.

Your information please

Name (individual/school/organization/employer):
Contact person:
Mailing Address:

City: State: Zip Code:

Telephone: ( ) ( ) Fax: ( ) ( )
Internet address: Web site:

Please return completed form to:
America Goes Back to School
U.S. Department of Education
600 Independence Ave. SW, FB10B
Washington, DC 20202-8173
Fax: (202) 205-9133 E-mail:agbts@ed.gov

PARTNERSHIP for Family Involvement in Education

A Call to Action for American Education in the 21st Century

On this side of the kit is information about areas of education that are particularly important as we prepare our students to get on the right course for the 21st Century. They come from President Clinton's Call to Action for American Education, issued in his 1997 State of the Union address. You will find suggestions on how to work towards meeting the points in the Call to Action and resources from the U.S. Department of Education and others to help you in your efforts. Communities and schools around the country have begun to sign on to answer the Call to Action and to join the Partnership for Family Involvement in Education--we encourage you to join this grassroots, nationwide effort!

This section includes the following:

- ✔ The Call to Action
- ✔ Answering the Call to Action
- ✔ A Proposed Checklist for Principals and a School Team to Begin Putting Into Action the Call to Action
- ✔ A Sample Call to Action Poster

PS 025844

THANK YOU FOR YOUR INTEREST IN AMERICA GOES BACK TO SCHOOL

BETTER EDUCATION IS EVERYBODY'S BUSINESS!

PARTNERSHIP for Family Involvement in Education

The Call to Action

To prepare America for the 21st century, we need strong, safe schools with clear standards of achievement and discipline, and talented and dedicated teachers in every classroom. Every 8-year-old must be able to read, every 12-year-old must be able to log onto the Internet, every 18-year-old must be able to go to college, and all adults must be able to keep on learning.

The President issued a ten-point call to action for American education in the 21st century to enlist parents, teachers, students, business leaders, and local and state officials in this effort:

- ✔ Set rigorous national standards, with national tests in 4th-grade reading and 8th-grade math to make sure our children master the basics.
- ✔ Make sure there's a talented and dedicated teacher in every classroom.
- ✔ Help every student to read independently and well by the end of the 3rd grade.
- ✔ Expand Head Start and challenge parents to get involved early in their children's learning.
- ✔ Expand school choice and accountability in public education.
- ✔ Make sure our schools are safe, disciplined and drug free, and instill basic American values.
- ✔ Modernize school buildings and help support school construction.
- ✔ Open the doors of college to all who work hard and make the grade, and make the 13th and 14th years of education as universal as high school.
- ✔ Help adults improve their education and skills by transforming the tangle of federal training programs into a simple skill grant.
- ✔ Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.

ANSWER THE CALL: PUT HIGH EXPECTATIONS AND STANDARDS OF EXCELLENCE INTO ACTION IN YOUR SCHOOLS

Questions, Ideas, and Information To Get You Started

We must provide all our people with the best education in the world. Together, we must commit ourselves to a bold plan of action.

--President Clinton

The President's Call to Action is a powerful education agenda based on standards of excellence, coupled with grassroots action and voluntary national tests to measure success. This is an agenda that recognizes the need to master the basics, the common wisdom of parental involvement and quality teachers, and the power of new technologies. To help navigate these changing times, today's students will need to continue their education beyond high school and through a lifetime.

--U.S. Secretary of Education Richard W. Riley

ANSWERING THE CALL TO ACTION

CONTENTS

✔	Safe, Disciplined, and Drug-Free Schools	5
✔	Read Well and Independently by the End of Third Grade	7
✔	Prepare Academically and Financially for College	11
✔	Master the Basics and Core Subjects to High Standards	15
✔	Teacher Quality	17
✔	Fix or Close Down Troubled Schools and Reopen Them as New American Schools or Charter Schools	19
✔	Technology in Every Classroom	21
✔	Promote and Encourage Family Involvement in Schools and in Learning Starting in the Earliest Years	23
✔	Modernize School Buildings and Help Support School Construction	25
✔	Help Children Get Off to a Strong and Healthy Start and Send Them to School Ready to Learn	27

PLEASE NOTE: This is A Draft Work in Progress--Your Comments and Ideas Are Invited. Send them to the Partnership for Family Involvement in Education, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-8173.

✓SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

While most schools are safe and drug free, a number of schools in all parts of the country are experiencing problems with violence and alcohol and drug use.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

Yes ❑ No ❑ Encourage parents to talk directly to their children about the dangers of drugs, alcohol and tobacco. Started in the earliest years and extended throughout adulthood, these conversations could literally save their lives.

Yes ❑ No ❑ Implement firm, clear policies that prohibit bringing weapons, guns, and drugs to school. Sanction quickly and fairly students who violate the rules.

Yes ❑ No ❑ Train teachers to help prevent problems and deal with violence.

Yes ❑ No ❑ Provide drug and violence prevention and character education programs to students which are based on sound research and evaluation findings.

Yes ❑ No ❑ Put in place an accountability system that accurately reports disciplinary actions taken by the school and discipline problems and criminal incidents by students on campus and by outsiders.

Yes ❑ No ❑ Give students lots of wholesome alternatives to say "Yes" to. Keep schools open after school and in the summer as community learning centers; sponsor alcohol- and drug-free activities and dances; provide extra-curricular activities such as sports, art, and band, special interest clubs, or field trips; provide mentors, internships with employers, and community service opportunities.

Yes ❑ No ❑ Regularly include parents, other caring adults, and law enforcement officials in the life of the school and around the school.

Yes ❑ No ❑ Develop the curriculum to be challenging and engaging; rich in hands-on learning tied to rigorous academics; integrated with technology and with the business, scientific, arts, and cultural assets of the community; and aimed at helping students see the connection between their school work and going to college, good citizenship, and a productive life.

Yes ❑ No ❑ Make the school more personalized by encouraging regular communication among students, parents, and teachers, by dividing large schools into smaller units, or by other means. Students and teachers should know each others' names.

Yes ❑ No ❑ Consider school uniforms and strict truancy rules.

Yes ❑ No ❑ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

The Safe and Drug Free Schools and Communities program can help fund activities to make schools safe, disciplined and drug free. Nearly $531 million in FY 1997 state grant funds will be available for the 1997-98 school year, and President Clinton has requested a $59 million increase for FY 1998. Also, the President has requested $50 million to help communities keep their schools open longer as after school learning centers.

SOME SOURCES OF ASSISTANCE AND INFORMATION

Partnership for a Drug-Free America
405 Lexington Avenue
New York, NY 10174
212-922-1560
1-800-624-0100
<www.drugfreeamerica.org>

National Clearinghouse on Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20852
1-800-SAY-NO-TO
<www.health.org>

Office of National Drug Control Policy
Executive Office of the President
Washington, DC 20500
202-467-9800

National Dropout Prevention Center
Clemson University
205 Martin Street
Clemson, SC 29634-5111
803-656-2599

Also visit the U.S. Department of Education's Web site at <www.ed.gov>, information for parents at the *Reader's Digest* and Parent Soup site at <www.drugfreekids.com>, and the Parents' Resource Institute for Drug Education (PRIDE) at <www.prideusa.org>. The following are available free of charge from the U.S. Department of Education by calling 1-800-624-0100:

- *Creating Safe Schools: A Resource Collection for Planning and Action*
- *Manual on School Uniforms*
- *Growing Up Drug Free: A Parent's Guide to Prevention*
- *READY SET GO*, an early childhood publication of the Safe and Drug Free Schools program
- *School Administrators' Violence Prevention Resource Anthology*
- *Success Stories '94: A Guide to Safe, Disciplined, & Drug-Free Schools*

WHO'S DOING IT?

Security Dads, Beech Grove City, Indiana. Fathers at Beech Grove City Schools in Indiana provide a visible male parental presence at school-sponsored sporting events, dances, skating parties, and other student-based activities. The Security Dads ensure proper behavior, evict troublemakers when necessary, and generally keep the peace. Fathers were recruited through a variety of means, including requests made at parent meetings, student referrals, and home visits. As a result of this effort, paternal involvement in school and children's activities has increased and student behavior at events has improved.

School Uniform Policy, Long Beach, California. In 1994, the Long Beach, California School District implemented a mandatory school uniform policy for nearly 60,000 elementary and middle school students. District officials found that in the year following implementation of the policy, overall crime decreased 36 percent, fights decreased 51 percent, sex offenses decreased 74 percent, weapons offenses decreased 50 percent, assault and battery offenses decreased 34 percent, and vandalism decreased 18 percent.

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✓READ WELL AND INDEPENDENTLY BY THE END OF THIRD GRADE

There is a national consensus, based on well-established research, that children should read well and independently by the end of 3rd grade in order to ensure that they succeed in school and that they don't drop out. The President has issued the ***AMERICA READS CHALLENGE*** asking everyone to pitch in and help reach this reading goal. Nationally, 40 percent of 4th graders do not meet the basic level on the National Assessment of Educational Progress. Individual students will be able to take the National Reading Test at grade 4 in 1999, at the discretion of their state or district, to make sure students have mastered this most basic of skills. Centrally critical to reading are activities that parents can undertake from the moment a child is born to stimulate children's healthy brain development and help with preliteracy skills.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

Yes ❑ No ❑ Encourage parents to read with their children starting in the earliest years (e.g., encouraging them to read with children 30 minutes a day, including the summer) and to get a library card and use it.

Yes ❑ No ❑ Rally the whole community around helping children read well by the end of 3rd grade/start of 4th grade by answering the ***AMERICA READS CHALLENGE.*** Build on that early reading foundation in the later grades and help students who have fallen behind.

Yes ❑ No ❑ Provide teachers with on-going and sustained professional development to improve the teaching of reading.

Yes ❑ No ❑ Working with teachers, principals, librarians, community and youth groups, offer after school, weekend, or summer tutoring programs to help students who need extra assistance. Are you participating in the summer reading program, READ*WRITE*NOW! — a summer component of the ***AMERICA READS CHALLENGE?***

Yes ❑ No ❑ Take advantage of the availability of college work-study students, college students doing community service, and AmeriCorps partnerships to provide extra tutoring in reading.

Yes ❑ No ❑ Compare your reading program against those in schools demonstrating the best performance.

Yes ❑ No ❑ Offer parent education courses such as Parents as Teachers, HIPPY, and Family Literacy Programs that help parents of young children develop language and preliteracy skills in their children.

Yes ❑ No ❑ Participate in the National Reading Test at grade 4, to be given in 1999. This will let students, teachers, parents, and the principal know their students' reading level so extra help can be given.

Yes ❑ No ❑ Use the arts and music and your community cultural resources to improve early childhood preliteracy skills and reading.

Yes ❑ No ❑ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

As part of his ***AMERICA READS CHALLENGE***, President Clinton is proposing to invest $2.75 billion over 5 years. The funds will help local reading partnerships to hire reading specialists to train and mobilize one million volunteer tutors. The tutors will provide assistance after school, on weekends, and during the summers to children who need extra help to read well and independently. The proposed total includes $300 million for locally based projects to inform parents of how they can help their children become successful readers by the end of 3rd grade. The President also is seeking significant increases for programs that strengthen reading skills during the school day, including a $347 million increase for Title I to improve the regular instructional program in low-income schools (contact your state department of education or the U.S. Department of Education at 202-260-0826 for more information), a $92 million increase for Bilingual and Immigrant Education to help children who speak English as a second language, a $6 million increase in Even Start family literacy programs, and a $164 million increase in Special Education State Grants that would help children with disabilities (contact your state department of education or the U.S. Department of Education at 202-205-5507). College students participating in work-study programs or community service will be available in much larger numbers to tutor in reading in 1997-1998 (contact your local college).

To get involved in the ***AMERICA READS CHALLENGE***, start or expand a local summer READ*WRITE*NOW! program. Many reading publications, including the summer READ*WRITE*NOW! kits, are available on the Internet at the U.S. Department of Education's Web site at <http://www.ed.gov/FAMILY>. In addition, limited copies may be available from the U.S. Department of Education by calling 1-800-USA-LEARN.

SOME SOURCES OF ASSISTANCE AND INFORMATION

International Reading Association
800 Barksdale Road, P.O. Box 8139
Newark, DE 19714-8139
302-731-1600 ext. 220

American Library Association
50 East Huron Street
Chicago, IL 60611
312-280-2162

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 West Main Street
Louisville, KY 40202-4251
502-584-1133

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
412-341-1515

Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
1-800-94-ACORPS

Pizza Hut's Book It! Program
9111 East Douglas
Wichita, KS 67201
1-800-426-6548
e-mail: read@bookitprogram.com

Parents as Teachers National Center, Inc.
10176 Corporate Square Drive
Suite 230
St. Louis, MO 63132
314-432-4330

Books and Beyond
309 North Rios
Solano Beach, CA 92075
619-755-3823

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WHO'S DOING IT?

Reading in Aurora, Colorado. Montview Elementary School's students in Aurora, Colorado, of whom three-quarters receive free or reduced-price lunch, flourish in the Balanced Literacy Program, a year-round schoolwide program. Although transiency, poverty and the number of LEP students have increased over the past 2 years, Montview's program has helped students to achieve tremendous success in reading, writing, spelling, listening and speaking. During daily 2-hour blocks of time, students schedule literacy activities, such as spelling, peer revision of writing samples, paired reading, cross grade level reading buddies, sharing published works, and listening to teacher readings. Montview has received support from state colleges and universities, as well as the local community. Family Literacy Nights are held regularly and parents are given learning activities to use at home. "Book It" and "October Read Aloud" further encourage reading as does a book giveaway, organized by senior citizens, to help build home libraries. Achievement for all students is increasing, with 83 percent of Title I students reaching proficient levels in reading and 92 percent in math.

Reading in Rockford, Illinois. The City of Rockford and the Rockford Public Schools have signed on to the President's "Call to Action for American Education" and will focus on improving the reading skills of elementary school students. They have launched a campaign to organize more than 1,000 volunteers and pair them with children to spend the summer reading. The Rockford effort, which is built around the America Reads Challenge project and its companion literacy program, READ*WRITE*NOW!, will match students in grades 1-3 who are not reading at their grade level with an adult tutor who will listen to them read for one hour, one day a week at specific school libraries or branches of the Rockford's public libraries. Participating students will also be asked to read 30 minutes a day, five days a week, and obtain a library card and agree to use it.

✓ PREPARE ACADEMICALLY AND FINANCIALLY FOR COLLEGE

Most good jobs in the future will require at least some college education, usually 2 and 4-year degrees. Many adults will need to return to college to upgrade their skills. High school students prepare to enter and succeed in college by taking Advanced Placement courses and tests that reflect national standards of excellence. Passing the Advanced Placement test may substitute for taking a course in college, thereby saving tuition. Tech-prep courses and school-to-work courses are another way to connect high school students to colleges and careers. To get students on the right track to prepare for college, middle school students should master math, including algebra and some geometry, by the end of the eighth grade. Families of middle school and high school students need to know how to save for college and about financial aid to help children go to college.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

Yes ❑ No ❑ Enroll 8th grade students in algebra. Will you participate in the voluntary National Math Test for the 8th grade in 1999?

Yes ❑ No ❑ Make sure your students, families, and teachers know what courses are necessary for students to be accepted to and successful in college (see below).

- Yes ❑ No ❑ 4 years of English in high school.
- Yes ❑ No ❑ 3-4 years of mathematics in high school.
- Yes ❑ No ❑ 2-3 years of history and geography in high school.
- Yes ❑ No ❑ 2-3 years of laboratory science in high school.
- Yes ❑ No ❑ 1 year of visual and performing arts in high school.
- Yes ❑ No ❑ 1-3 years of challenging electives in high school, such as economics, psychology, computer science, statistics, or communications.
- Yes ❑ No ❑ 2-3 years of a foreign language in high school.

Yes ❑ No ❑ Encourage and offer students in high school a wide range of Advanced Placement courses and "tech-prep" courses of study. These classes prepare students for college.

Yes ❑ No ❑ Eliminate general track courses in high school and replace them with rigorous courses.

Yes ❑ No ❑ Counsel students in middle and high schools and their families on the availability of financial aid for postsecondary education so that their efforts in taking rigorous coursework can be matched with the opportunity to attend college.

Yes ❑ No ❑ Provide mentors, special seminars, homework centers, and college visitations for students who are interested in going to college but may need extra help or who are first-time family members going to college.

Yes ❑ No ❑ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

The U.S. Department of Education supplies 70 percent of the financial aid to college students in the United States through Pell grants, work-study aid, and college loans. For the facts about financial aid, call 1-800-4-FED-AID. The President has proposed new major initiatives to expand financial aid to help families pay for college (e.g., a $1,500 HOPE Scholarship as a tax credit for the first two years of college and up to a $10,000

tax deduction per family per year for college). Also, the U.S. Department of Education's FY 1998 budget requests $6 million to supplement state efforts to pay for the Advanced Placement fees of low-income students and $5 million to expand tech-prep programs. Funds are available from the U.S. Department of Education to underwrite the initial costs of planning and establishing school-to-career systems at the state and local level. For more information on school-to-work funding, contact your state department of education or call 1-800-251-7236.

SOME SOURCES OF ASSISTANCE AND INFORMATION

Here are some resources for college preparation, career guidance, and tech-prep opportunities. Equity 2000 is a rigorous program developed by the College Board to help middle and high school students prepare for college. The ACT and the National Career Development Association have created a career exploration and guidance kit called *Realizing the Dream* (contact the program coordinator at ACT, Heidi Hallberg).

Equity 2000
College Board
45 Columbus Avenue
New York, NY 10023-6992
212-713-8000
<www.collegeboard.org>

Advanced Placement Services
Educational Testing Service
P.O. Box 6671
Princeton, NJ 08541-6671
609-771-7300
E-mail: apexams@ets.org

***Realizing the Dream*, Career Development**
ACT
2201 North Dodge Street
P.O. Box 168
Iowa City, IA 52243-0168
319-337-1379

National Tech-Prep Network
Center for Occupational Research and Development
601 C Lake Air Drive
Waco, TX 76710
1-800-972-2766
<www.cord.org>

For a free copy of *Preparing Your Child for College: A Resource Book for Parents*, call the U.S. Department of Education at 1-800-USA-LEARN. For a free copy of *The Student Guide to Financial Aid in College*, call the U.S. Department of Education at 1-800-4-FED-AID. If you have access to the Internet, you may search for information about colleges and other areas of interest. The Department's home page at <www.ed.gov> is a good start.

WHO'S DOING IT?

Advanced Placement and the O'Donnell Foundation. Since 1990 the O'Donnell Foundation has sought to increase the number of students taking and passing Advanced Placement (AP) courses in math, English, and science by starting in middle school to prepare students to take and succeed in AP courses in high school. Teachers receive financial incentives for participating in College Board training sessions to teach AP courses. In the 5 years the program has been offered in nine public high schools in Texas' Dallas and Ellis Counties, the number of students taking AP exams in math, science, and English has steadily risen from only 48 students in the year before the program began to 1,099 students in the program's 5th year. Dramatic results have been rapidly achieved among populations traditionally underrepresented in postsecondary education: in only one year of operation in nine Dallas public schools, the number of Hispanic and African American students taking AP exams rose from 64 to 400. Similar results have been achieved in the O'Donnell Foundation's incentive program for AP arts courses.

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The Twenty-first Century Scholars Program. This Indiana program is designed to provide tuition and fees to Indiana students who might not otherwise attend college. To be eligible, students must meet the income guidelines, take the Twenty-first Century Scholars pledge in the 8th grade, and fulfill the requirements set by the Indiana General Assembly. Mentoring is an essential part of this program. In addition, all of Indiana's students and their families may call a toll-free hotline number for career and college information, freeing up guidance counselors to give more individualized assistance. If the student meets certain requirements, the student is eligible to receive tuition and fees to an Indiana postsecondary institution (as defined by Indiana law). Since 1994, the state's CORE 40, a college-prep and tech-prep curriculum, has laid out for students and counselors the courses that students must take to be considered for admission to Indiana's 4-year colleges. These courses are recommended to **all** students.

The Miami Valley Tech-Prep Consortium in Dayton, Ohio. This consortium includes eight vocational education planning districts at the secondary level; four joint vocational centers serving 67 high schools in seven western Ohio counties, which include both urban and rural sites; and one postsecondary institution. Students selected for Tech-Prep after the 10th grade attend a 2-year, full-day program in one of six occupational areas--applied health technologies, automotive technology, computer support technology, environmental science, electronic engineering technology, and industrial engineering technology. Tech-Prep students graduating from high school continue the second half of their Tech-Prep program at Sinclair Community College. The college has created several new degree programs as a result of its Tech-Prep involvement.

✓ MASTER THE BASICS AND CORE SUBJECTS TO HIGH STANDARDS

Quality schooling includes mastering the basics. It builds a solid foundation in all the core academics—English, math, science, civics, geography, the arts, foreign language, and history. In math and science, we now know what it takes to be competitive both nationally and internationally by 8th grade. American 8th graders scored above the international average in science and below the international average in math on the Third International Math and Science Study (TIMSS). Performance at 8th grade is pivotal because of the "gate keeper" action of the courses: if students learn the math and science material early, they will be ready to take the sequence of courses in high school that prepare them for college and for careers.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

Yes ❑ No ❑ Ensure your children are reading well and independently by the end of 3rd grade. Will your school participate in the national reading tests at grade 4 in 1999?

Yes ❑ No ❑ Prepare middle school students to achieve in math and science by taking algebra and even geometry in middle and junior high school. Will your school participate in the national math test in grade 8 in 1999?

Yes ❑ No ❑ Adopt rigorous standards in all the core courses that are at least equal to or better than both your state's standards and national standards. Enlist teachers, parents, and the whole community in helping set and achieve your high standards.

Yes ❑ No ❑ Give the time and sustained, on-going professional development teachers need to help students master the basics and teach to high standards in the core subjects.

Yes ❑ No ❑ Match the content of your textbooks and software with the content and rigor of the academic standards. Do your student tests match your high academic standards?

Yes ❑ No ❑ Find out how your school would do internationally in math and science--have a sample of your students take the Third International Math and Science test.

Yes ❑ No ❑ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

The Goals 2000: Educate America Act helps schools, communities, and states improve teaching and learning based on their own high standards. President Clinton is asking Congress for a $129 million increase in Goals 2000 for FY 1998. The Title I program has been restructured to emphasize high standards for low-achieving, low-income students. State and school districts for the first time can take the Third International Math and Science (TIMSS) study test on a sample basis to see how they measure up internationally in science and math (contact Marty Orland at the National Center for Education Statistics at 202-219-2297). States and school districts will for the first time in 1999 be able to have individual students take a 4th grade National Reading Test and 8th grade National Math Test to inform individual students, their parents, and teachers how they are doing compared to national standards of excellence. Funds are available from the U.S. Department of Education to underwrite the initial costs of planning and establishing school-to-career systems at the state and local level (call 1-800-251-7236).

SOME SOURCES OF ASSISTANCE AND INFORMATION

To learn what it takes to be internationally competitive in math and science, request *Pursuing Excellence* by calling (202) 512-1800 (stock number 065-000-0095-5) or visit the Department's Internet site at <www.ed.gov/NCES/timss>.

Council of Chief State School Officers
1 Massachusetts Avenue, NW/Suite 700
Washington, DC 20001-1431
202-408-5505

Council for Basic Education
1319 F Street, NW
Washington, DC 20004
202-347-4171

National Alliance of Business
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
202-289-2800

Education Excellence Partnership
The Business Roundtable
1615 L Street, N.W., Suite 1100
Washington, DC 20036
202-872-1260

The following publications can be ordered free of charge from the U.S. Department of Education by calling 1-800-USA-LEARN.

- *Moving America to the Head of the Class.* Education Excellence Partnership, 1995.
- *Teachers and GOALS 2000: Leading the Journey Toward High Standards for All Students.* Washington, DC: U.S. Department of Education, 1995.

WHO'S DOING IT?

First in the World Consortium. A group of 20 districts in suburban Chicago, Illinois, is serving as a model for how the Third International Math and Science Study (TIMSS) can be used to improve math and science achievement to match the high levels of international performance. This First in the World Consortium administered the TIMSS test to its students and discovered that their scores were among the first in the world in 8th grade science and among the second in the world in 8th grade math. The high expectations of the First in the World Consortium are bringing results: approximately 50 percent of their students take algebra and geometry by the end of the 8th grade, which is more than double the national average. The First in the World Consortium is using its TIMSS results to improve even further, strengthening curriculum, professional development, teaching, assessment, and parent involvement in learning.

TexPREP. Begun in 1979 by Professor of Mathematics Manuel Berriozabal of the University of Texas at San Antonio, San AntonionPREP, as it was called, first served about 50 students in a rigorous 8-week summer pre-engineering program on the San Antonio campus. The program stresses abstract reasoning skills, problem solving skills, and career opportunities in engineering and science. Former students emphasize, however, that the rigor of successfully tackling and completing challenging course work prepares for work in any field. Program assistant mentors are a cornerstone of the program; mentors are undergraduates in engineering and science, and many are former PREP students. In 1996, TexPREP's 28 programs in 15 locations served nearly 3,100 students, particularly of middle school age. Of the nearly 10,000 students who have taken at least one summer of PREP, 80 percent have been minority, 53 percent have been women, and over 50 percent are at risk. The high school graduation rate is 99.9 percent; the college attendance rate is 91 percent, and the college graduation rate is 87 percent. Fifty four percent of the college graduates have majored in science or engineering.

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✓ TEACHER QUALITY

For the first time, America now has national standards of excellence for master teachers who demonstrate exceptional performance. The National Board for Professional Teaching Standards, an independent, non-partisan group of teaching professionals, has developed standards for highly accomplished teachers. At the same time, quality concerns exist about teachers teaching out of their field and teachers not being given the training and time to acquire new skills to teach to high standards of excellence. Furthermore, the country will need a record 2 million teachers over the next 10 years as a result of increased enrollment and teacher retirements.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

Yes ❑ No ❑ Initiate programs that actively recruit talented young people and mid-career professionals to become teachers.

Yes ❑ No ❑ Work with colleges to reinvent teacher preparation for beginning teachers, including an "induction" period for their beginning years of teaching.

Yes ❑ No ❑ Participate in efforts under way in many states to develop performance-based assessments for new teachers, such as those of the Interstate New Teacher Assessment and Support Consortium.

Yes ❑ No ❑ Redesign professional development for the most experienced teachers so they get the training they need to help students master the basics and reach high standards in the core academic areas.

Yes ❑ No ❑ Encourage your master teachers to be Nationally Board Certified.

Yes ❑ No ❑ Identify and provide peer assistance programs to improve the performance of burnt-out or low-performing teachers.

Yes ❑ No ❑ Expand efforts to help teachers become more technologically literate and use technology to improve training available to teachers.

Yes ❑ No ❑ Fund ways to get current information and hands-on help to teachers, addressing the isolation that is all too common in teaching.

Yes ❑ No ❑ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

President Clinton is proposing to invest $21 million in FY 1998 to speed up efforts by the National Board for Professional Teaching Standards to develop standards and assessments and implement certification programs in more than 30 teaching fields. Funds also would enable more teachers to undergo the assessment process—an important step in identifying and rewarding master teachers. The President also is seeking a $50 million increase, to $360 million, for the Eisenhower Professional Development State Grant program, which supports intensive, sustained teacher training opportunities in all the core academic subjects. In addition, Goals 2000 funds can be used to strengthen standards and performance evaluation systems for teachers.

SOME SOURCES OF ASSISTANCE AND INFORMATION

The Administration will be providing information to teachers on the findings of successful teaching nationally and internationally in math--a subject matter in which American students don't stack up well internationally. Call 1-800-USA-LEARN for *A Teacher's Guide to the U.S. Department of Education*; *Excellence and Accountability in Teaching: A Guide to U.S. Department of Education Programs and Resources*; and the brochure "Building Bridges: The Mission and Principles of Professional Development."

National Board for Professional Teaching Standards (NBPTS)
[National Board Certification]
26555 Evergreen Road, Suite 400
Southfield, MI 48076
1-800-22-TEACH

Interstate New Teacher Assessment and Support Consortium (INTASC)
Council of Chief State School Officers
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001-1431
Director, Jean Miller 202-336-7048
Project Assistant, Allison Kaye
202-336-7068
Allisonk@ccsso.org

Recruiting New Teachers, Inc.
385 Concord Avenue
Suite 100
Belmont, MA 02178
For information on teaching careers,
call 617-489-6407
For information on recruiting teachers,
call 617-489-6000

The National Commission on Teaching and America's Future
Teachers College, Columbia University
Box 117
525 West 120th Street
New York, NY 10027
212-678-3204

WHO'S DOING IT?

Recruiting. School districts and universities can work together to create middle and high school programs that expose young people to the teaching profession. For example, the South Carolina Center for Teacher Recruitment has reached thousands of academically talented high school juniors and seniors through its Teacher Cadet Program, offered in more than 140 schools statewide. Teacher Cadets study education and have the opportunity to teach younger students under the tutelage of both school and university faculty. The center also targets minority middle school students, encouraging them to take rigorous courses in school and aspire to a career in teaching.

Identify and Recognize Master Teachers. Some states and districts are assisting teachers who seek National Board Certification. For example, North Carolina will pay the fee for teachers to complete the National Board Certification assessments, provide 3 days of substitute time for teachers to undergo the review needed for certification, and provide a 4 percent annual bonus to board certified teachers. Board certified teachers also serve as coaches and trainers for other teachers in their schools. Experienced mentors and special clinics help prepare teachers for these assessments.

Tougher Initial Certification. Thirty states have become partners in the Interstate New Teacher Assessment and Support Consortium (INTASC). Through INTASC, the 30 states have been working together to develop high quality performance assessments of knowledge and skills for beginning teachers. In addition to the 30 states that are working together through INTASC, some individual states are moving ahead with tougher licensing requirements for new teachers. For example, Connecticut is requiring new teachers to meet rigorous standards, including a performance assessment that is conducted by state-trained observers over an extended period of time.

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✓ FIX OR CLOSE DOWN TROUBLED SCHOOLS AND REOPEN THEM AS NEW AMERICAN SCHOOLS OR CHARTER SCHOOLS

States, school districts, and communities should intervene quickly in schools that are not providing an adequate education for their students or in schools that are unsafe. In addition, a number of states and districts are providing parents with the opportunity to choose their public school. Through their own restructuring plans, local districts, communities, or states may totally revamp a school. Some states and school districts take advantage of new opportunities to overhaul a failing school by turning it into a New American School or a charter school. Using the nonprofit New American Schools, parents and teachers may choose from seven successful approaches to organize their school. New American Schools design teams bring the choice of school to the neighborhood. Charter schools are public schools that allow teachers, parents, and their principal to start over--focusing on high standards and community involvement without as many regulations binding them.

If your school needs major upgrading, what actions are needed? Use the following checklist to make an assessment.

Yes ❑ No ❑ Explore the seven New American School designs to see if they would meet your local needs for upgrading or overhauling your school. Invite the school design teams to show you their approaches to better education or go visit their models.

Yes ❑ No ❑ Explore other promising options for totally redesigning your schools.

Yes ❑ No ❑ Provide parents the opportunity to choose among public schools.

Yes ❑ No ❑ Learn about legal opportunities in your state and/or district for converting your school into a charter school.

Yes ❑ No ❑ Invite successful charter school developers to share with you how they got organized and started.

Yes ❑ No ❑ Consider making a more personalized education setting in your school by creating smaller units --"family units," several charter schools, schools within a school, career academies.

Yes ❑ No ❑ Learn about options for reconstituting your school, allowing your school to start over.

Yes ❑ No ❑ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

Schools and communities can use Goals 2000 or Title I funds to redesign schools, bring in New American Schools design teams, or undertake other strategies to help move a school forward or turn around a troubled situation. The President is also proposing to dramatically increase Federal support for charter schools by nearly doubling funding for the program, from $51 million in FY 1997 to $100 million in FY 1998. These funds would be available to support planning and start-up costs for an estimated 1,100 charter schools in FY 1998, and the President's goal is to stimulate the creation of 3,000 charter schools by 2002. The U.S. Department of Education will also support regional meetings, guidebooks, summer institutes, and a Web site in order to help local teams of parents, teachers, and other educators develop successful charter schools. Call 1-800-USA-LEARN for more information.

SOME SOURCES OF ASSISTANCE AND INFORMATION:

Design teams for the New American Schools include: ATLAS Communities combining the work of Ted Sizer, James Comer, Howard Gardner, and the Education Development Center; Audrey Cohen College; Co-NECT Schools using technology; Expeditionary Learning Outward Bound; Modern Red Schoolhouse designed by the Hudson Institute; the National Alliance for Restructuring Education; and Roots and Wings that extends Bob Slavin's Success For All model.

New American Schools Corporation
1000 Wilson Boulevard, Suite 2710
Arlington, VA 22209
703-908-9500

Center for School Change
Humphrey Institute, University of Minnesota
301 19th Avenue South
Minneapolis, MN 55455
612-626-1834

RPP International
2200 Powell Street, Suite 250
Emeryville, CA 94608
510-450-2550, 510-843-8574
E-mail: Rppintl.@aol.com

Reading Recovery Council of North America
Ohio State University
29 West Woodruff
300 Ramseyer Hall
Columbus, OH
614-292-4260

Accelerated Schools
Henry Levin
Professor of Education and Economics
Stanford University
Menlo Park, CA
415-723-0840

WHO'S DOING IT?

New American Schools. Hansberry Elementary School in the Bronx, New York had so many problems that the school was shut down by the Board of Education. When it re-opened, this school, where virtually all students qualify for free or reduced-price lunches, adopted the Modern Red Schoolhouse model, one of the seven tested models of New American Schools. The percentage of students who have passed New York State's essential skills test has risen from 22 to 50 percent in reading, and from 47 to 82 percent in math from 1993 to 1995.

Charter schools. Created and managed by groups of parents, teachers, community groups and others, public charter schools can be tailored to meet the needs of a local community. These schools--now permitted in 23 states--are public schools freed from most laws and regulations in exchange for accountability for better performance and results. Charter schools are non-sectarian, may not charge tuition, and should be open to all students. Parents and teachers also have additional options for tailoring educational opportunities for children, including public school choice, magnet schools, schools-within-schools, and redesigning and improving individual public schools.

Reconstitution. San Francisco is an example of a district with authority to take over individual schools. Under the district's Comprehensive School Improvement Plan, the district places low-performing schools on a one-year probationary period. If the school doesn't improve, the school is reconstituted. All staff at the school are relocated to other schools but may reapply for jobs at their school. The board hires a new principal, who then hires new teaching, janitorial, and cafeteria staff. Five states have policies that permit takeover of failing schools, based on low performance. These states include: Michigan, Mississippi, New Jersey, Oklahoma, and Texas. Ohio--based on a court ruling--has also permitted state takeover of districts and schools.

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✓TECHNOLOGY IN EVERY CLASSROOM

The goal of having every classroom in the United States connected to the Information Superhighway and teachers trained in computer technologies is widely agreed upon as essential for the 21st century. Sixty five percent of all schools are wired to the Internet but only 14 percent of classrooms are connected. The availability of quality software to help teach to rigorous standards is limited.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

Yes ❑ No ❑ Design the use of computers and on-line learning opportunities to help improve the teaching and learning of the basics and core academics.

Yes ❑ No ❑ Provide the time and sustained training and development for teachers to learn how to use technology to improve their teaching or to upgrade their current skills.

Yes ❑ No ❑ Find organizations and resources that you can turn to for help in this effort.

Yes ❑ No ❑ Provide access to modern computers for all classrooms.

Yes ❑ No ❑ Connect each instructional classroom, media center, and laboratory to the Information Superhighway.

Yes ❑ No ❑ Develop effective and engaging software as an integral part of the school curriculum.

Yes ❑ No ❑ Use your technology resources after school, on weekends, and in the summer to help students enrich their learning and assist parents and grandparents to learn to use computers.

Yes ❑ No ❑ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

On May 8th, 1997, the Federal Communication's Commission (FCC) Federal-State Joint Board on Universal Service passed the Telecommunications Act of 1996 giving schools deep discounts in access charges to the Internet and telecommunications services, including "wiring" school buildings for the Internet. Funding for this E-rate (for education rate), up to $2.25 billion a year, will be available by the beginning of the 1997 school year. Almost 70 percent of all schools will get at least a 50 percent discount on a wide range of telecommunications services, with discounts of up to 90 percent to schools with the largest numbers of poor children.

The President's Technology Literacy Challenge Fund will make available $2 billion over 5 years to help states and communities purchase computers, wire classrooms to the information superhighway, develop effective educational software, and train teachers to make effective use of educational technology. In FY 1997 Congress appropriated $200 million for the Fund, and the President's budget proposal includes $425 million for FY 1998.

Technology Innovation Challenge Grants also are available to partnerships of local school systems, students, colleges, universities, and private businesses to develop creative new ways to use technology for learning. The program will make an estimated 20 new awards with its $57 million FY

SOME SOURCES OF ASSISTANCE AND INFORMATION

Check with the technology coordinator in your local school district or state education agency, your local library, and local Computer Users Groups for further help. Check your local telephone directory for the number of the Computer Users Groups. In addition, there are national organizations such as:

Educational Resources Information Clearinghouses (ERIC)
ACCESS ERIC
1600 Research Boulevard
Rockville, MD 20850-3172
1-800-LET-ERIC
AskERIC <askeric@ericir.syr.edu>

KickStart Initiative: Connecting America's Communities to the Information Highway
National Information Infrastructure Advisory Council
NTIA Openness Center
Department of Commerce, Room 1609
Washington, DC 20230
202-482-3999
<www.benton.org/kickstart/kick.home.html>

Tech Corps
P.O. Box 65332
Washington, DC 20035
508-620-7749
<www.ustc.org>

NetDay--ideas to help "wire" classrooms
2601 Mariposa Street
San Francisco, CA 94110-1400
415-553-2311
<netday96com>

If you have access to any online service or to the Internet, you can reach our World Wide Web site at <http://www.ed.gov>; our gopher server is at <gopher.ed.gov> (or select North America-->USA-->General-->U.S. Department of Education from the All/Other Gophers menu on your system). FTP users can ftp to <ftp.ed.gov> and log on as **anonymous**. E-mail users can get our catalog and instructions on how to use our mail server by sending e-mail to <almanac@inet.ed.gov>; in the body of the message, type **send catalog**. You may also contact your Regional Technology Consortium:

Northwest Regional Technology Consortium at 505-275-9624
North Central Regional Technology Consortium at 708-218-1272
NetTech-Northeast Regional Technology Consortium at 212-541-0972
Southwest & Pacific Regional Technology Consortium at 310-985-1570
South Central Regional Technology Consortium at 913-864-4954
Southeast & Islands Regional Technology Consortium at 910-334-3211

WHO'S DOING IT?

Technology in Hueneme, California. Over the past decade, the Hueneme School District in Port Hueneme, California, has used State and Federal grant seed money, local resources, and significant assistance from private industry to fuel an aggressive research and development program and create networked classrooms. Located in an agricultural strip, halfway between Los Angeles and Santa Barbara, more than half of the district's students come from low-income households, and approximately 30 percent have limited proficiency or no English at the time they register for school. The school district turned to computer-assisted instruction in part as a means to fundamentally change and improve the way these children learn. Begun in 1983, the move to networked classrooms has been a long process, but results have been phenomenal: increases in student achievement, increased daily attendance, and discipline problems have declined.

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✓ PROMOTE AND ENCOURAGE FAMILY INVOLVEMENT IN SCHOOLS

Over 30 years of research clearly shows us that greater family involvement in children's learning is a critical link to achieving a high-quality education and a safe, disciplined learning environment for every student. But families should not feel alone in activities related to helping their children learn. Schools, employers, and community institutions can help with these efforts.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

Yes ❑ No ❑ Encourage parents to read with their children starting in the earliest of years.

Yes ❑ No ❑ Promote family involvement in helping students master the basics.

Yes ❑ No ❑ Sign on to the National PTA standards of parent involvement (see below).

- Yes ❑ No ❑ Institute policies and allot time for regular two-way meaningful communication between home and school.
- Yes ❑ No ❑ Take special actions to promote and support parenting skills.
- Yes ❑ No ❑ Engage active parent participation in student learning.
- Yes ❑ No ❑ Make schools welcoming for parents as volunteer partners in schools.
- Yes ❑ No ❑ Include parents as full partners in school decisions that affect children and families.
- Yes ❑ No ❑ Reach out to the community for resources to strengthen schools.

Yes ❑ No ❑ Develop a compact between families and schools, parents and teachers, outlining mutual goals and responsibilities. Include students and community organizations where appropriate.

Yes ❑ No ❑ Encourage local employers to promote flextime or even match paid leave with personal leave time so that parents and other employees can more readily volunteer in schools as tutors and mentors.

Yes ❑ No ❑ Work together with schools, youth, community, civic, and religious groups, employers, colleges, scientific, cultural, and arts resources to provide safe havens after school and during summers for students to take advantage of learning opportunities, community service, internships, and school-to-career experiences.

Yes ❑ No ❑ Encourage your school, community, religious group, or employer to join the Partnership for Family Involvement in Education, a grassroots movement of more than 2,500 family, school, community, employer, and religious groups to improve student learning.

Yes ❑ No ❑ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

Twenty-eight Parental Information and Resource Centers have been funded through the Goals 2000: Educate America Act. For more information on these parent centers, call 202-401-0039. Title I of the Improving America's Schools Act, which provides resources to schools needing extra help to strengthen programs in the basics and core academics, encourages the creation of school-family compacts in half of the nation's schools. For information on school-family compacts, call 202-260-0965. The Individuals with Disabilities Education Act funds 70 Parent Training and Information Projects across the 50 states to help parents of children with

disabilities. To get a copy of *A Directory of Parent Training and Information Projects* and for more information, call the National Information Center for Children & Youth with Disabilities at 1-800-695-0285. The U.S. Department of Education supplies two-thirds of all financial aid for families to help students go to college (loans and grants). Call 1-800-4-FEDAID for more information on funding students' college education.

SOME SOURCES OF ASSISTANCE AND INFORMATION

The complete text of the new PTA handbook on parent involvement standards, as well as a summary of background reports on parent involvement can be found on the National PTA Web site, <www.pta.org/issues/invstand.htm>. Call 1-800-USA-LEARN for information on the Partnership for Family Involvement in Education and for publications on how families, schools, employers, community and religious groups, and others can promote family-friendly practices. In addition, you can visit their Web site at <www.ed.gov>.

The National PTA
330 North Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
312- 670-6782
<www.pta.org>
info@pta.org

Partnership for Family Involvement in Education
600 Independence Avenue, SW
Washington, DC 20202-8173
FAX: 202-401-3036
<www.ed.gov>

National Community Education Association
3929 Old Lee Highway
Suite 91A
Fairfax, VA 22030-2401
703-359-8973

Parents as Teachers National Center
10176 Corporate Square Drive
Suite 230
St. Louis, MO 63132
314-432-4330
<www.patnc.org>

The National Coalition for Parent Involvement in Education
Institute for Educational Leadership
1001 Connecticut Avenue, NW
Suite 310
Washington, DC 20036
202-822-8405, X53
<www.ncpie.org>

HIPPY USA
Teachers College Columbia University
Box 113
525 West 120th Street
New York, NY 10027
212-678-3500
<www.c3pg.com/hippy.htm>

WHO'S DOING IT?

Business facilitating family involvement in schools. IBM is working with the Charlotte-Mecklenburg School District in North Carolina to help strengthen links between school and home. Through a special grant, a telecommunications network has been built within Charlotte's newest complex of four "break the mold schools" called the "Governor's Village." The network gives parents access to their children's teachers and schoolwork at night and on weekends, either from their home or by visiting community centers that are networked to their children's schools. Parents are able to receive information through the network about current classroom activities, homework assignments, and other ways to support children's learning, including a school calendar that provides additional information such as school events and lunch menus. Parents, teachers, students, and community mentors also can use the network's communication capabilities as the basis for collaboration, discussion, evaluation and publication of student projects.

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✓ MODERNIZE SCHOOL BUILDINGS & HELP SUPPORT SCHOOL CONSTRUCTION

As America moves into the 21st century, our schools should too. If our schools are in no shape for the future, our students won't be either. Yet, in many communities, schools are aging. Also, many communities across America are facing increasing student enrollments. Schools need to be modernized to be able to use technology, have updated laboratories and library, and be redesigned to be safer and appropriate for use after school and in the summer as a neighborhood learning center.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

Yes ❑ No ❑ Renovation to facilitate the use of modern educational technologies including "wiring" classes to accommodate at least 5 computers hooked to the Internet.

Yes ❑ No ❑ Renovation for classrooms equipped for distance learning.

Yes ❑ No ❑ Construction of new facilities to accommodate enrollment growth.

Yes ❑ No ❑ Renovation or construction to make it possible for schools to stay open later as community learning centers in the afternoons, weekends, and summers.

Yes ❑ No ❑ Remodeling to create a school within a school, career academies, charter schools, or another more personalized school configuration.

Yes ❑ No ❑ Renovation or construction to reduce the average number of students per teacher in any class.

Yes ❑ No ❑ Renovation to ensure the health and safety of students (e.g., removal of environmental hazards, improvements in air quality, electrical systems, or plumbing).

Yes ❑ No ❑ Remodeling to ensure the access of individuals with disabilities.

Yes ❑ No ❑ Renovation to make school facilities more energy efficient.

Yes ❑ No ❑ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

Late in the summer, the U.S. Department of Education will launch a school construction clearinghouse that will provide districts, states, and interested parties with information on approaches to construction and on financing construction. Call 202-219-1655 for more information.

U.S. Department of Education technology funds also are available to get technology into the schools. The President's Technology Literacy Challenge Fund will make available $2 billion over 5 years to help states and communities purchase computers, wire classrooms to the information superhighway, develop effective educational software, and train teachers to make effective use of educational technology. In FY 1997 Congress appropriated $200 million for the Fund, and the President's budget proposal includes $425 million for FY 1998.

On May 8, 1997, the Federal Communications Commission (FCC) Federal-State Joint Board on Universal Service passed the Telecommunications Act of 1996 giving schools deep discounts in access charges to the Internet and telecommunications services, including "wiring" school buildings for the Internet. Funding for this

E-rate (education rate), up to $2.25 billion a year, will be available by the beginning of the 1997 school year. Almost 70 percent of all schools will get at least a 50 percent discount on a wide range of telecommunications services.

SOME SOURCES OF ASSISTANCE AND INFORMATION

The following publications may be useful to you in your efforts to learn more about the need for school construction:

Building Our Future: Making School Facilities Ready for the 21st Century. National Association of State Boards of Education. October 1996.

School Facilities: America's Schools Report Differing Conditions. General Accounting Office. June 1996.

The Council of Educational Facility Planners is an internationally recognized non-profit information agency that supports its members' professional efforts to create world class educational facilities. You may want to visit their international Web site at <http://www.cefpi.cpm/cefpi/construction-re> for more information.

WHO'S DOING IT?

Los Angeles Unified School District. The City of Los Angeles passed a bond election with a two-thirds vote to provide funding for local school construction in the Los Angeles Unified School District, the nation's second largest school system. The $2.4 billion to fund school repair and construction initiatives is the largest local school bond issue ever passed. Projects commence immediately, with the air-conditioning of three San Fernando Valley campuses at the top of the list in time for summer programs at the schools. Plans are underway to repave playgrounds, replumb bathrooms, and paint inside and out at over 70 schools across the district in the first round of projects to be completed this summer. All 800 schools, as well as the local construction industry, stand to benefit greatly from the first bond issue to pass in Los Angeles since 1971.

DeKalb County, Georgia. The voters of DeKalb County, home of the largest school district in Georgia, voted in a penny school tax in March earmarked for a 5-year school construction and renovation plan. DeKalb Schools will pay off $114 million in construction debt and use the remaining $381 million to build much needed new schools and classrooms, renovate older schools, and bring cutting-edge technology into the classroom for the 3,000 new students entering the system each year.

The Lincoln Unified School District is a public institution in Stockton, California. The Lincoln High/West Campus is designed to serve 1,000 students. Through an extensive one year stakeholder visioning process involving educators, parents, students, and community members, the master plan for the new facility evolved into a working school and "farm" and an environmental research center. In addition to the 10 individual learning centers, each designed to accommodate 100 students, the 40-acre complex includes an environmental resources management center, a community conference center, an information technology center, a business center, a student lodge and administrative and operations centers. A remote self-sustaining environmental center will occupy a nearby 100-acre site. The architectural design also incorporates an innovative application of curriculum resources. The curriculum, themed on the building and landscape designs, will make these features accessible for educators and learners of all ages.

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✓ HELP CHILDREN GET OFF TO A STRONG AND HEALTHY START AND SEND THEM TO SCHOOL READY TO LEARN

A child's learning begins long before he or she goes to school. New scientific findings on brain development in very young children point to the importance of children's earliest experiences in helping them get off to a strong and healthy start to reach their full potential. Parents are the first and most important teachers of their children. Many community, religious, civic, education, and family groups are reaching out to families of young children to see how they can help.

If your community needs to improve, what actions are needed? Use the following checklist to make an assessment.

Yes ❑ No ❑ Encourage parents to take their children for regular visits to the doctor and for immunizations.

Yes ❑ No ❑ Encourage parents to read to their children, starting in the earliest years, and then to take them to the library to pick out their own books and attend special programs for young children there.

Yes ❑ No ❑ Offer voluntary parent education courses, such as Parents as Teachers, HIPPY, and Family Literacy Programs that help parents develop language and preliteracy skills in their young children.

Yes ❑ No ❑ Help pediatricians use periodic check-ups to "prescribe reading" and to model effective parenting techniques.

Yes ❑ No ❑ Provide early childhood educators and child care providers with the time and opportunity for the on-going and sustained professional development needed to improve the quality of early childhood programs.

Yes ❑ No ❑ Work to ensure that all child care centers in your area become accredited.

Yes ❑ No ❑ Volunteer your time as a reading partner or as a parenting mentor, share your management expertise or other talent with an early childhood program, Head Start, or child care center, or be an advocate for the interests of young children in your community.

Yes ❑ No ❑ Ensure early assistance for children with disabilities and developmental delays so they may receive the special services to which they are entitled in order to help them be ready for school.

Yes ❑ No ❑ Support programs that help teen parents finish school and learn parenting skills.

Yes ❑ No ❑ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

As part of his America Reads Challenge Act, President Clinton is proposing to invest $300 million over 5 years in Parents as First Teachers Challenge Grants to foster effective programs that provide assistance for parents interested in helping their children become successful readers by the end of 3rd grade (call 202-401-8888). The President is seeking significant increases for many programs with early childhood components, including a $347 million increase for Title I, a $6 million increase in Even Start family literacy programs, and a $164 million increase in Special Education State Grants that would help children with disabilities. Districts receiving Title I support must reserve 1 percent of these funds for activities such as family literacy and parenting skills

education (contact your state Department of Education or the U.S. Department of Education at 202-260-0826). A family-focused program, Even Start integrates early childhood education, adult literacy and basic skills instruction, and parenting education (call 202-260-4021). Under the Individuals with Disabilities Act, states may serve eligible infants and toddlers, and they must provide special education services to eligible preschool-age children (call 202-205-5507). Funded by the Goals 2000: Educate America Act, 28 Parental Information and Resource Centers coordinate and highlight existing programs that support parents, such as Parents as Teachers and Home Instruction for Preschool Youngsters (see descriptions below). For more information, call 202-401-0039. The Women's Educational Equity Act supports programs that help pregnant and parenting teens remain in school and graduate while preparing their children for preschool (call 202-260-2670).

SOME SOURCES OF ASSISTANCE AND INFORMATION

The National PTA
330 North Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
312-670-6782
<www.pta.org>

National Head Start Association
1651 Prince Street
Alexandria, VA 22314
703-739-7564
<www.nhsa.org>

Administration on Children, Youth, and Families
U.S. Department of Health and Human Services
330 C Street, SW
Washington, DC 20204
<www.acf.hhs.gov>

National Association for the Education of Young Children
1509 16th Street, NW
Washington, DC 20036
1-800-424-2460
<www.naeyc.org/naeyc>

WHERE CAN I GO FOR MORE INFORMATION?

For a free copy of the America Reads Challenge: READY★SET★READ early childhood learning kit or *Helping Your Child Get Ready for School*, please call the U.S. Department of Education at 1-800-USA-LEARN. These publications are also available at the Department's home page <www.ed.gov>.

You may want to learn more about the Head Start and Early Head Start programs, which provide a comprehensive model based on education, health, family involvement, and social services (consult ACYF, HHS, above for more information).

Launched in connection with the White House Conference on Early Childhood Development and with an ABC prime time special, the *I Am Your Child* Campaign is a grassroots public awareness and community mobilization effort (1010 Wisconsin Avenue NW, Suite 800, Washington, DC 20007, 202-338-4385, <www.iamyourchild.org>). The Families and Work Institute has published *Rethinking the Brain*, which discusses, in lay terms, recent research on early brain development and its implications for families and educators (Families and Work Institute, 330 Seventh Avenue, 14th Floor, New York, NY 10001, 212-465-2044, <www.familiesandworkinst.org>).

To find information on specific topics or to read the latest research, you can search the ERIC Clearinghouse on Elementary and Early Childhood Education, which also links to the National Parent Information Network, at <ericps.crc.uiuc.edu >. The World Bank's Early Childhood Development Web site is another great source at <www.worldbank.org/children>.

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WHO'S DOING IT?

Missouri's Parents as Teachers (PAT) program. Launched in 1981, the PAT program has been replicated in 46 other states and in Washington, D.C. The program's goal is to enhance parents' ability to nurture and teach their children from birth through age 5. PAT provides home visits, group meetings for parents, regular monitoring of children's health and development, and referral to social services and other agencies when necessary. PAT children display significantly enhanced language, problem solving, and social development by age 3, and they score higher on standardized reading and math tests in early elementary grades. PAT parents are more confident in their parenting skills and more involved in their children's education. For more information, contact the Parents as Teachers National Center, 10176 Corporate Square Drive, Suite 230, St. Louis, MO 63132, 314-432-4330, <www.patnc.org>.

HIPPY (Home Instruction Program for Preschool Youngsters). In the HIPPY program, which is designed to increase parents' self-esteem and to improve their children's cognitive abilities, a paraprofessional meets with parents of 4- and 5-year-olds to help them teach school readiness skills to their children. Parents also meet together for discussions of lesson topics and parenting issues. According to research, teachers rated HIPPY children as better adapted to the classroom and more likely to do well in school than non-HIPPY children. Currently, there are centers in 26 states and in Washington, DC, with 31 sites serving about 6,000 families in Arkansas alone. For more information, contact HIPPY, Teachers College, Columbia University, Box 113, 525 West 120th Street, New York, NY 10027, 212-678-3500, <www.c3pg.com/hippy.htm>.

Family Literacy. Started by the National Center for Family Literacy in 1991 and funded by the Toyota Motor Corporation, the Toyota Families for Learning Program is a comprehensive approach to family literacy that combines adult education, parenting education, early childhood education, and literacy development. Both parents and their preschool-age children attend school each day. Many of the parents are high school dropouts who are unemployed when they join the program. Parents participate in adult literacy training and parent support networks. In addition, time is set aside for structured parent-child interactions that demonstrate how playtime can be an opportunity for learning. Parents also help with the day-to-day operation of the school, which provides job training while setting the stage for long-term involvement in their children's schools. On assessments of early childhood development, the children show great progress, matching or exceeding national averages. Located in fifteen sites around the country, this family literacy program supports learning for both parents and children. For more information, contact the National Center for Family Literacy, 325 West Main Street, Waterfront Plaza, Suite 200, Louisville, KY 40202, 502-584-1133.

A PROPOSED CHECKLIST FOR PRINCIPALS AND A SCHOOL TEAM TO BEGIN PUTTING INTO ACTION THE CALL TO ACTION

✔ Sign up partners:

_____ _____

_____ _____

✔ Actively connect with an improvement network:

- ☐ National Association of Elementary School Principals (NAESP) Basic Schools
- ☐ National Association of Secondary School Principals (NASSP) Secondary Schools Alliance
- ☐ New American Schools Corporation
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

✔ Analyze your school's performance data on each of the 10 points in the Call to Action and assess how your school stacks up against these national standards of excellence.

✔ Share where your school stands on the 10 points with parents, teachers, community members, and business leaders and seek their advice and support to improve through:

- ☐ Evening forums
- ☐ Teacher professional development
- ☐ Parent-teacher meetings
- ☐ School improvement council meetings
- ☐ Community surveys
- ☐ Signing up business/community partner organizations
- ☐ Other: _____ _____

✔ Review and update your current school action plans (e.g., Title I improvement plans, action plans required by your district or state, accreditation requirements, etc.). Which ones will be updated?

_____

_____

✔ Connect with feeder schools and local colleges to maximize your success. Which ones?

_____ _____

_____ _____

How Will You Put Your Plan Into Action?

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Notes: _____

_____

_____

Feel free to send your final checklist with a picture of your partners signing on to the Call to Action. FAX it to 202-205-9133 or mail it to:

Partnership for Family Involvement in Education
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-8173

SCHOOL NAME AND ADDRESS:

_____

_____

_____

CONTACT PERSON: _____

TITLE: _____

PHONE: _____

FAX: _____

EMAIL: _____

By signing on to the Call to Action, you can join automatically the Partnership for Family Involvement in Education--a growing coalition of 2,700 schools, businesses, PTAs, religious organizations, and community groups.

Is your school a member of the Partnership for Family Involvement in Education?

____Yes ____No

Would your school like to join the Partnership for Family Involvement in Education?

____Yes ____No

ANSWERING THE PRESIDENT'S CALL TO ACTION FOR AMERICAN EDUCATION

_____ **joins together with its partners to commit to a bold plan of action**

(School name)

SAMPLE

- ★ Set high standards in all the core subjects, with participation in national assessments in reading and math.
- ★ Make sure there's a talented and dedicated teacher in every classroom.
- ★ Help every student to read independently and well by the end of the 3rd grade and build on that foundation in the later grades.
- ★ Promote parent involvement in children's learning and other early childhood programs.
- ★ Expand public school choice and accountability in public education.
- ★ Make sure our schools are safe, disciplined and drug-free, and instill basic American values.
- ★ Modernize school buildings.
- ★ Prepare students academically to attend college and open the doors of college to all who work hard and make the grade.
- ★ Help adults improve their education and skills.
- ★ Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.

Richard W. Riley,
U.S. Secretary of Education

Samuel G. Sava,
Executive Director
National Association of
Elementary School Principals

Timothy J. Dyer,
Executive Director
National Association of
Secondary School Principals

_____
Principal's name

_____ Parent Leader

_____ Teacher Leader

_____ Student Leader

_____ Business Leader

_____ Superintendent

NAESP
National Association of Elementary School Principals

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PARTNERSHIP for Family Involvement in Education

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